DOCUMENT RESUME

ED 027 285 SP 002 428

Behavioral Science Elementary Teacher Education Program. Final Report. Volume I.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-8-9025
Pub Date 31 Oct 68
Contract-OEC-0-8-089025-3314(010)
Note-625p.;Volume I of three volumes.
EDRS Price MF-$2.50 HC-$31.35
Descriptors-Behavioral Objectives, *Behavioral Sciences, Computer Oriented Programs, Continuous Progress Plan, *Elementary School Teachers, Field Experience Programs, Individualized Instruction, Inquiry Training, Interdisciplinary Approach, Interpersonal Competence, *Models, Practicums, *Preservice Education, Program Descriptions, Self Actualization, Self Evaluation, *Teacher Education Curriculum
Identifiers-Comprehensive Undergraduate and Inservic, EIP, Elementary Intern Program

Clinical Experiences and General-Liberal Education, two of eight major model components, comprise the major portion of this volume which also includes an overview of the program and a summary of all model components . (The remaining components are detailed in Volumes II and III, SP 002 429-30.) Sections I and II of this volume reveal a model directed toward behavioral objectives through the use of paradigmatic modules which can be individually programed and evaluated and which focus on the principles and processes of various disciplines. Numerous computer print-outs of the Clinical Experiences and General-Liberal Education modules are reproduced with discussions of the facets of both components. Included within the first component, which is designed to move the prospective teacher toward a clinical behavior style and which presupposes a clinic-school setting, are an interpersonal process phase and field experiences from initial tutoring of peers to full-year internship. The facets of the second component, which is concerned with individual fulfillment and citizenship, are discussed according to themes, such as the theme of music within humanities, anthropology within social science, and cosmology within natural sciences and mathematics. Syllabuses and references for particular themes are included. ED 018 677 is a related document. (LP)

ED027285

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Final Report
Project No. 89025
Contract No. OEC-0-8-089025-3314 (010)

BEHAVIORAL SCIENCE ELEMENTARY TEACHER EDUCATION PROGRAM

Volume I

College of Education
College of Arts and Letters
College of Communication Arts
College of Home Economics
College of Natural Science
College of Social Science
University College

MICHIGAN STATE UNIVERSITY
East Lansing, Michigan
October 31, 1968

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

SP002428

FOREWORD

In picking up a document such as this, you may no doubt be asking yourself, "Where do I begin reading to understand this teacher education model?"The team designing the model and writing this report make these suggestions.

First,read Sections I and II before tackling any other part of the model. They were written tandem and will introduce you to the general features, outline, and rationale of the program. While the Abstract provides a briefer overview, it was not designed to project the perspective of Sections I and II.

Sections III through X are more explicit elaborations and descriptions of the various elements in the program. Readers with special interests will turn their attention to particular sections while neglecting others. A Table of Contents, following, will guide you in locating sections for further study.

In each section, an introduction provides an overview and is followed by computer print-outs of program experiences. These form the most explicit level of program description.

TABLE OF CONTENTS

VOLUME I

FOREWARD

TABLE OF CONTENTS

ABSTRACT

SECTION I
OVERVIEW

Introduction . . . . I - 1
  Objectives . . . . I - 2
  Special Features . . . . I - 3
  Major Areas of Program . . . . I - 8

Development of the Model. . . . . I - 12
  Problems and Limitations . . . . I - 14
  List of Definitions . . . . I - 17

Project Staff . . . . I - 24

SECTION II
RATIONALE AND PROGRAM MODEL

Rationale . . . . II - 1
  Definitions of Salient Concepts . . . . II - 2
  Propositions . . . . II - 13
  Support for the Rationale . . . . II - 17.

Undergraduate Preparation Program Model . . . . II - 30
  Modular Experience Organization . . . . II - 30
  General-Liberal Education . . . . II - 33
  Scholarly Modes of Knowledge . . . . II - 37
  Professional Use of Knowledge . . . . II - 40
  Human Learning . . . . II - 43
  Clinical and Field Experience . . . . II - 45
  Teacher Specialization . . . . II - 50
  Illustrative Scope and Sequence . . . . II - 52

Continued Professional Development . . . . II - 54

Program Evaluation and Development . . . . II - 57

Management . . . . II - 59

SECTION III
CLINICAL EXPERIENCES

The Career Decision Seminar . . . . III - 2

Clinical Experiences . . . . III - 7
  Clinical Behavior Style . . . . III - 10
  Clinical Experience Sequence . . . . III - 41
  Clinical Sequence Modules . . . . III - 49

Interpersonal Process Phase . . . . III - 116
  Basic Method . . . . III - 117
  Variation Employed for Teacher Preparation . . . . . III - 128
  New Experiences . . . . III - 137
  Interpersonal Process Modules . . . . III - 144

Field Experiences . . . . III - 158
  Illustration: Training Inner City Teachers . . . . . . III - 159
  Sequencing Field Experiences . . . . III - 167
  The Clinic School . . . . III - 169
  Pre-internship Practicum . . . . III - 174
  Internship . . . . III - 177
  Field Experience Modules . . . . III - 186

SECTION IV
GENERAL - LIBERAL EDUCATION

Introduction . . . . IV - 1

Humanities . . . . IV - 7
  I-Introduction to the Humanities . . . . IV - 14
  I-Literature . . . . IV - 34
  I-Art . . . . IV - 47
  I-Music . . . . IV - 55
  II-The Question of Value . . . . IV - 64
  II-Classics of the West-An Overview . . . . IV - 79
  II-The American Quest . . . . IV - 109
  III-The Non-West: Humanities in Sub-Saharan African Civilization . . . . . IV - 146

Social Science . . . . IV - 184
    Anthropology . . . . IV - 197
    Sociology . . . . IV - 214
    Political Systems . . . . IV - 237

Natural Science and Mathematics . . . . IV - 251
    Science . . . . IV - 251
    Mathematics . . . . IV - 270

Modes of Inquiry Seminar . . . . IV - 287

VOLUME II

FOREWARD

TABLE OF CONTENTS

SECTION V
SCHOLARLY MODES OF KNOWLEDGE

Introduction . . . . V - 1

Linguistics . . . . V - 4

Communication . . . . V - 46

Literature for Children . . . . V - 84

Fine Arts . . . . V - 136
    Art . . . . V - 138
    Dance and Drama . . . . V - 160
    Music . . . . V - 187

Social Science . . . . V - 198

Science . . . . V - 252

Mathematics . . . . V - 298

Program for Specialists . . . . V - 328

    Social Science . . . . V - 344

SECTION VI
PROFESSIONAL USE OF KNOWLEDGE

Introduction . . . . VI - 1

Reading . . . . VI - 6

Language Arts . . . . VI - 102

Social Studies . . . . VI - 143

Science . . . . VI - 192

Mathematics . . . . VI - 265

VOLUME III

FOREWARD

TABLE OF CONTENTS

SECTION VII
HUMAN LEARNING

Introduction . . . . VII - 1

Behavioral Science Research Based Study of the Growth and Development of the Pre-School Child . . . . . VII - 7
  Introduction . . . . VII - 9
  Modules . . . . VII - 52

Behavioral Science Research Based Study Focused Upon Educational Psychology . . . . VII - 75
  Introduction . . . . VII - 78
  Modules . . . . VII - 132

Behavioral Science Study Focused Upon Social Philosophical Foundation of Education . . . . VII - 202
  Introduction . . . . VII - 205
  Modules . . . . VII - 223

Advanced Behavioral Science Research Based Study Focused Upon Educational Psychology . . . . VII - 264
  Introduction . . . . VII - 266
  Modules . . . . VII - 326

Advanced Behavioral Science Study in Social-Philosophical Foundations of Education . . . . VII - 356

SECTION VIII
CONTINUED PROFESSIONAL DEVELOPMENT

Clinic School Network . . . . VIII - 2
    Network Objectives . . . . VIII - 3
    Network Organization . . . . VIII - 4
    Network Personnel . . . . VIII - 6

Resourced Teaching . . . . VIII - 8
    Core Experiences . . . . VIII - 9
    Individual Experiences . . . . VIII - 10
    Information Services . . . . VIII - 11

Educational Media Specialist . . . . VIII - 15
    Curriculum Development . . . . VIII - 20
    Learning and Discovery Program . . . . VIII - 26
    Qualifications for Entrance . . . . VIII - 60

Associate Teacher . . . . VIII - 64

SECTION IX
EVALUATION, PROGRAM DEVELOPMENT, AND MANAGEMENT

Introduction . . . . IX - 1

Management-Planning Subsystem . . . . IX - 8

Program Development Subsystem . . . . IX - 16

Information Retrieval Subsystem . . . . IX - 28

Evaluation Subsystem . . . . IX - 37

Clinical Experiences Subsystem . . . . IX - 49

Summary . . . . IX -70

SECTION X
INFORMATION STORAGE AND RETRIEVAL SYSTEM

Value Systems, Management, and Selection of Information . . . X - 1

Establishing an Information System for Experience Modules . . X - 5

Information System to Relate Student Effort to Experience Modules . . . . X - 20

Extensions of Information System . . . . X - 44

Hardware and Software Needed to Implement Main Ideas in Program . . . . X - 49

Operating the Experience Module Program on a Shoestring . . . X - 57

Irregular Symbols . . . . X - 63

BEHAVIORAL SCIENCE ELEMENTARY TEACHER EDUCATION PROGRAM

Michigan State University

ABSTRACT

A changing society demands comprehensive changes in its educational system, and the young, rapidly growing discipline of the behavioral sciences provides systems of knowledge and inquiry which are relatable to the task of building a suitable teacher preparation program for elementary education. The Behavioral Science Elementary Teacher Education Program (BSTEP) is a comprehensive program based on the content and modes of inquiry of the behavioral sciences.

This program model emphasizes developmental clinical experiences which begin in a prospective teacher's freshman year and continue through a full year of internship. The five major areas of the program model are:

1. General-Liberal Education.
2. Scholarly Modes of Knowledge
3. Professional Use of Knowledge
4. Human Learning
5. Clinical Studies

Undergraduate teacher preparation is emphasized, but in-service growth and preparation programs for auxiliary personnel, specialists, and professional instructional leaders are also examined. Program evaluation and development and the various aspects of management are given detailed attention.

DEVELOPMENT OF THE MODEL

The development of a program model such as that outlined above requires the resources of an extensive professional team. Theoretical constructs must be translated into working models and explicit instructional packages and patterns. More than 150 professional people contributed their time, effort, and expertise to the development of this model.

This proposal and its implementation is the product of an effort made by seven colleges in Michigan State University: The College of Arts and Letters, Communication Arts, Social Science, Natural Science, Home Economics, Education, and the University College.

Teams of educationists and scholars in the natural sciences, social sciences, and humanities worked closely together to integrate the program. While the product of their work is extremely important, the dialogue established between professional educationists and academic disciplinarians is even more significant. Interest far beyond that required by their formal commitments was exhibited by team members through their work.

OBJECTIVES

The teacher preparation model with its detailed educational specifications is designed to achieve three major objectives:

1. A new kind of elementary school teacher for the nation's schools --one who is a basically well-educated person who:
    a. Engages in teaching as clinical practice,
    b. Is an effective student of human learning, its capacity and its environmental characteristics,
    and
    c. Assumes a role as a responsible agent of social change.
2. A systematic introduction of research and clinical experience into the decision-making process as a basis for continued educational improvement.
3. A new kind of laboratory and clinical base upon which to found undergraduate and in-service teacher education programs.

RATIONALE

The decision to center the professional foundations of the teacher preparation program model upon the behavioral sciences finds strong support in educational literature. In fact, as Ianni[1] points out, the focus of education on behavioral science is more renaissance than innovation. He writes:

> The bond between education and the study of human behavior was first created in classical Greece, the birthplace of the spirit of Western civilization and of the intellectual clan of modern life. For it was an unshakable classical belief that man was worthy and perfectible--perfectible because, unlike other animals, he could follow reason...In other words, education or study was regarded as the primary human activity, the source of all rational behavior in man...
>
> Today, looking to the past as well as to the future, we are proposing to seek perfection in all men everywhere, and education is once more the primary means to this end...The problem of education is the problem of culture and the problem of culture can be approached only through the study of man--a study we have described as the behavioral sciences.

Kahn and Weiner[2] add:

> The crucial issue facing man today is the question of how to plan the future so that man--the human spirit--will be master rather than slave...It is clearly desirable to have some concept of the alternative futures toward which policies may tend before the policies are formulated. Otherwise, points of no return may be passed without any conscious awareness that the panoply of choices is so great and the future so uncertain.

This program model uses the term behavioral science to mean those inquiries--their methods and their findings--which constitute reliable and valid sources of enlightenment about the human, his nature and his condition. Accepting "science" to mean the orderly inquiry and correlative amassing (organizing) of tested knowledge about the natural universe, its structures and its organisms, behavioral science delimits the meaning to man as a behaving creature, particularly emphasizing the interaction of man and environment, man and man--

---

[1] Francis Ianni, Culture, Systems, and Beahvior: The Behavioral Science and Education, Chicago: Science Research Associates, Inc., 1967), pp. 1618

[2] Herman Kahn and Anthony J. Weiner, The Year 2000: A Framework for Speculation on the Next Thirty-Three years, (New York: MacMillan Co., 1967), p. 357

individually and in groups, in terms of intellectual and physical elements.

Another concept of particular importance to the professional teacher envisioned in this preparation program is clinical behavior style. A step in the direction of professionalizing education is the regularizing of the behavior of practitioners. A sturdy basis for this step already exists in the practice of learning from experience--a practice generally approved by both teacher and layman. The variable nature of problems with which a professional practitioner deals requires a procedures which can be employed systematically to assure that:

1. He is taking account of the important elements in each new problem.

2. He is using relevant previous knowledge to develop his understanding of the problem.

3. He is selecting and adapting the plan for treatment or intervention which has the highest probability of success.

4. He will be able to evaluate the consequences of treatment.

5. He will feed into his own experimental learning that which can be learned from the evaluation.

Such a schedule of routine procedures is a professional behavior style, specified in this teacher preparation program model as a clinical behavior style.

The term, clinical behavior style, denotes the particular and stylized set of behaviors and mental processes of a practitioner who has been specifically trained to utilize his client-related experience as a continuing learning experience through which to improve his skills and increase his knowledge. The clinical behavior style appropriate for a professional teacher consists of six phases: describing, analyzing, hypothesizing, prescribing, treating, and observing consequences. The last activity, observing consequences of the treatment administered, in turn leads to the first, describing the changed situation, to begin a recycling of feedback.

This teacher preparation program model illustrates through its own format what is meant by the phrase, clinical behavior style of teaching. The rationale, for example, represents the phase of proposing of hypothesizing. One of the opinions or beliefs which led to the program in its present form is that a prospective elementary school teacher should be taught how to teach, not how to conduct research, but that in his preparation to teach he should be guided in developing his ability to understand reports of research and to translate the reported findings into his teaching practices. It is believed that more educational practices will be based on articulated defensible knowledge if efforts to bridge the communications gap between researchers and practitioners are made from both sides of the gap.

Another belief which influenced the development of this program model is that a trainee, since teachers tend to teach as they have been taught, be exposed to the kind of professional teaching behavior he is expected to attain. The teacher preparation program must itself be a model of creative teaching, continual critical self-evaluation, disciplined inquiry and exploration, rational innovation, and professional cooperation among various disciplines and specialities.

THE UNDERGRADUATE TEACHER PREPARATION PROGRAM MODEL

A teacher preparation program, built upon the principles and techniques of behavioral science, demands an interdisciplinary approach. Each branch of knowledge contributes its own unique content and modes of inquiry to the total program, and as a result the student experiences the comprehensive character of organized knowledge as it relates to human behavior.

The five major curricular areas are General-Liberal Education, Scholarly Modes of Knowlege, Professional Use of Knowledge, Human Learning, and Clinical Experiences.

Explicit content and instructional recommendations for implementing these areas are presented as short, single-purpose experiences modules. Each module is directed toward the accomplishment of a particular behavioral objective, is reported and filed in a uniform manner, and can be used for individualized instruction. These modules are grouped into clusters which, for the purposes of administration and communication to the academic community, are described as "components" with quarter-term credit weightings.

This modular approach implements the particular values expressed through this project:

1. The value of specifying behavioral objectives

2. The value of precise description of instructional experiences

3. The value of multiple-path programming to provide for the specific needs of different trainees

4. The value of providing for curricular change through continuous testable small-scale alternations rather than sporadic general upheaval.

More than 2700 modules were written and included in the program. An illustrative module is found on the next page of this abstract with brief descriptions of some parts. These modules have been stored in a specially designed information retrieval system, and can readily be retrieved in their most current form. Through transfer of data cards or computer tapes, a college or university can obtain their own copy of the program.

GENERAL-LIBERAL EDUCATION

A broad, basic core of general-liberal education designed to foster individual fulfillment and to prepare citizens for participation in a democratic society is necessary in teacher preparation. Students learn to understand the role language plays in a society to comprehend the physical and biological aspects of the world, to understand differing cultures, to become more sensitive to their own role in modern socieites, to grasp relationships as expressed in mathematics and to conceptualize man's potentialities. All these objectives serve the purpose of a broader objective: to relate the teacher-trainee's knowledge to the study of human behavior.

General-Liberal Education is divided into three components: humanities, social science, and natural science. Humanities involves the student in questions of value such as: "What is man?", "What is the good, the true, and the beautiful?", and "What should man live for?" The student begins his study of humanities with a workshop laboratory experience in the disciplines of literature, art, and music. In a subsequent series of experiences, he explores the basic issues of western man, classics of the west, and the American Quest. Exposure to the thoughts, institutions, and arts of the non-western world expand the student's view by sensitizing him to cultural biases.

Line number
(digits 6-8)

Unique module number
(digits 1-5)

```
*OBJECTIVES    LEARNER DIAGNOSIS FUNCTIONAL READING OF ONE PUPIL AND        00669016
               TEACHES ONE FUNCTIONAL READING SKILL BASED ON DIAGNOSIS.     00669017
*PREREQUISITE  SUCCESSFUL COMPLETION OF PREVIOUS MODULES IN SECTION VIII    00669018
               AND OF SECTIONS I-VI.                                        00669019
*EXPERIENCE    WORKING IN A TUTORIAL SETTING LEARNER DIAGNOSIS              00669011
               FUNCTIONAL READING SKILLS OF ONE PUPIL AND USES THAT         00669012
               DIAGNOSIS TO TEACH THE CHILD ONE FUNCTIONAL READING          00669013
               SKILL.  LESSON IS VIDEO-TAPED AND LEARNER EVALUATES HIS      00669014
               WORK WITH HELP OF INSTRUCTOR.                                00669015
*SETTING       OTHER (SPECIFY) TUTORIAL,  COLLEGE                           00669010
*MATERIALS     VIDEO-TAPING EQUIPMENT.                                      00669005
*LEVEL         GRADES 3-4  GRADES 5-8                                       00669008
*GENERAL       ALL CANDIDATES                                               00669007
*HOURS         2                                                            00669006
*EVALUATION    LEARNER CORRECTLY DIAGNOSIS FUNCTIONAL READING SKILLS OF     00669020
               ONE PUPIL AND APPLIES APPROPRIATE TECHNIQUES AND             00669021
               MATERIALS IN TEACHING THE PUPIL ONE FUNCTIONAL READING       00669022
               SKILL.                                                       00669023
*FILE          FUNCTIONAL READING  INSTRUCTIONAL PRACTICE  CLINICAL         00669009
```

<u>Level</u> -- For pre-school teachers; grades 1-4; grades 5-8; all candidates

<u>General</u> -- General Classroom Teacher, Subject Specialist or both

<u>Hours</u> -- Approximate time for student to complete experience

<u>File</u> -- Index terms under which this module filed

The social science component introduces the students to the nature of the social science disciplines including geography, anthropology, sociology, political science, and economics. These fields are represented as systems. Geography, for example is represented as a fundamental ecological system, anthropology as a cultural system, sociology as a social system. Through a carefully structured sequence of experiences, the decision-making model of social scientists are explored. The student becomes aware of the interaction among social forces and their impact on education.

The natural science component includes mathematics with its development of logic and mathematical proof. The first two modular clusters in this series draw heavily on a historical view of man's concept of the universe and of his theories concerning his own role. The final cluster presents an overview of mathematics, emphasizing the unique contribution of patterns and relationships between science and man.

A "Modes of Inquiry" seminar completes the General-Liberal Education pattern. This seminar deals, in a flexible and creative way, with the need of students to see the common aspects of all scholarly endeavors.

SCHOLARLY MODES OF KNOWLEDGE

Scholarly Modes of Knowledge differs from General-Liberal Education in two essential ways: the content included in Scholarly Modes of Knowlege is more directly applicalbe to teaching in the elementary school, and the modes or styles of inquiry of scholars are stressed. The component parts of the study of Scholarly Modes of Knowledge are linguistics, communication, literature for children, fine arts, social science, natural science, and mathematics.

The basic goals of the linguistics component are to explore the nature of language as it has been determined by linguistic research; to distinguish facts from emotionally-based or culturally-determined views about language; and to investigate those results of contemporary research on the grammar of English which are directly relevant to the student's future role as an elementary school teacher.

Emphasis is placed in the communication component on verbal and non-verbal communication patterns. Simulated experience with cross-cultural contacts aids the student to better understand himself and his feelings toward others; and as he increases his understanding of self and others, he is expected to analyze his encoding and decoding of messages and his choice of channels.

The study of literature for children combines the literary arts and the graphic arts. The characteristics of the genres of literature and the media and styles of art used by artists to illustrate children's books are studies, as well as the techniques and materials that the teacher can use to create an environment in which children enjoy and appreciate excellent literature.

The fine arts are considered in three aspects: art, music, and dance and drama. Emphasis is on the respective mode of perception and creativity of each area: visual, aural, and motor. Teaching art values, concepts, and productive behavior in children forms one basic concern in the program. The aural mode of perception is encouraged through music, while dance and drama provide an opportunity to respond aesthetically through the use of the whole person. The bodily form of expression and communication in dance and drama provide the future teacher with experience in objectifying in motion inner feelings and thoughts.

The Social Science component is devoted to social science theory and research. It emphasizes the interaction that takes place between personality and basic social systems. How, for example, does an individual affect the society of which he is a part? What role does society play in the life of the individual? The nature of conflict involved in these interactions and the decision-making process is a prevading theme of the section.

Science experiences are designed to develop the prospective elementary teacher's competency in the use of ideas and materials appropriate to elementary school science. Examples are taken from geological, biological, and physical sciences.

Providing a basic background for teaching elementary school mathematics directs the choice of content and method of approach for this component. The foundations of arithmetic, algebra, and geometry form the basic core of the program. Experiences in Scholarly Modes of Knowledge are interrelated with those in Professional Use of Knowledge and Clinical components. Thus, as the student learns mathematical content through lectures or directed independent study, he can practice the concept immediately in a mathematics laboratory, consider the implications for professional use, and employ his knowledge in a field setting.

PROFESSIONAL USE OF KNOWLEDGE

This area provides an opportunity for the student to learn how to translate knowledge into educational action in classrooms and communities. Building upon General-Liberal Education and the study of Human Learning and integrating with the work done in Scholarly Modes of Knowledge, this area Professional Use of Knowledge, focuses upon the study of instructional strategies used in the elementary school. Simulated and live contact with elementary-school-age children is planned. The component areas are reading, language arts, social studies, science, and mathematics.

Reading is organized to develop competencies in the teaching of basic developmental skills, readiness and beginning reading, recreational reading, and reading in the content areas. The experiences are designed to develop knowledge, comprehension, application, and analysis of reading methodology.

The Language Arts component focuses on the skills involved in listening, speaking, writing, and the supportive tool skills of spelling and handwriting. The strategy for study in these skills includes an examination of the objectives, instructional procedures, and evaluation techniques for each of the language arts through analysis of several programs in elementary schools.

Responsible, informed decision-making is the dominant theme pervading the entire social studies area. This theme is articulated in the Professional Use of Knowledge in two ways: by sensitizing undergraduate students to the range of decisions they are likely to encounter as teachers of the social studies, and by giving them actual experiences in making these decisions. A wide variety of instructional settings provide the foci for teaching decision-making to prospective social studies teachers. These include actual and simulated experience in elementary classrooms, micro-teaching, self-study projects, and many different kinds of laboratory and field experiences.

In auto-tutorial, small and large group approach, students are involved in a multi-dimensional approach to elementary science philosophy, curricula, methods, skills, materials selection, media utilization and evaluation techniques. The professional appraisal of role in establishing procedures of scientific inquiry, attitudinal change and experimental design necessarily reflect societal as well as technological issues and problems.

In mathematics, the student has an opportunity to translate the mathematics learned in Scholarly Modes of Knowledge into instructional strategies for children. He becomes aware of the instructional dimensions to be considered in planning for related clinical activities.

HUMAN LEARNING

Specific study in the curricular area, Human Learning, occurs twice in the undergraduate program. Exploring human capacity for learning, understanding environmental systems, and inquiring into cognitive development are the three basic behavioral areas which planned educational experience must bring into interaction. The first contact with systematic study of human learning occurs early in the prospective teacher's undergraduate program; the second occurs during the senior year, concurrent with internship. At this time the student studies the environmental systems which influence the growth of the human being and with which the educational process must be concerned. With increasing urbanization in American Society and a changing cultural orientation, tools of inquiry in analyzing societal forces and experience in using the tools of inquiry in actual situations are important assets to teachers. As one experience toward mastering the use of the methods, concepts, and principles of environment investigation, students make an analytical study of their teaching community during internship.

CLINICAL EXPERIENCES

To develop and expand a prospective teacher's facility in employing the clinical behavior style in teaching, progressive intensity of a pre-professional contact with children and schools is built into the preparatory program. Clinical procedures are analyzed and practiced through both simulated and actual situations. Four phases of clinical are described:

1. tutorial

2. career-decision seminar

3. analytical study of teaching

4. team teaching, and internship

During internship-trainees are assigned full-time to an elementary school classroom for an academic year. They assume autonomy and responsibility for classroom activities under the guidance of an intern consultant, and they receive significant assistance from university and school district resources. A unique cooperative school district-university fiscal arrangement for internship staff provides for five interns to be assigned to five elementary teaching stations under the direction of an intern consultant. The combined salaries of these six people is equated with that of five beginning teachers, thus insuring supervision as a built-in part of the program.

TEACHER SPECIALIZATION

Program differentiation and specialization for the teacher-trainee occurs along two dimensions:

1. The amount and area of subject-matter specialization

2. The age of pupils to be taught

The development of the middle school and team teaching are two organizational approaches which require teachers with strong subject-matter competency. Further, experimental curriculum movements in mathematics, science, social science, and language demand increased expertise on the part of the teacher. As a result the role of subject-matter specialist is emerging in the elementary school.

Differences in the ages of children also require differences in the backgrounds of teachers. Professional translation of human study is focused upon the unique needs of each group of children. Program branching, therefore, is provided those students planning to teach pre-school, primary school, and middle-school children.

Continued Professional Study

The completion of pre-service teacher education requirements is only the beginning of a professional teacher's development. Joint responsibility by schools and universities for the in-service education of all professional and auxillary personnel is a necessity today.

This program model is predicated upon joint responsibility by several educational agencies for the continuing education of teaching staff. A Clinic-School Network is established to promote continual feedback and development of the program. A college or university works with one or more school systems. Larger programs incorporating several clinic-school centers could function as a network.

Elementary schools become the clinic setting for pre-service teacher development. They furnish the basis for material upon which the undergraduate program is built, and they become the testing ground for teacher education theories. Prospective teachers observe pupils there and analyze teacher-behavior patterns. Interns teach there. University staff work there in developing appropriate materials for undergraduate instruction.

In a similar manner the university and the elementary school cooperates to promote the continuing education of practicing teachers. Through joint school district-university arrangements, seminars are developed. University scholars become sources of assistance in specific school studies concerned with improving instruction. Human and material resources from both the local school system and the teacher education institution assist beginning teachers. Building upon intern experiences, skill in utilizing inquiry modes is further extended through a variety of learning situations.

Advanced study in the behavioral sciences for practicing teachers is directed toward a more sophisticated understanding of the variety of environments within which children develop, and the creation and utilization of the diagnostic, prescriptive, and evaluative tools for working with them in the school-community situation.

A small proportion of post-MA teachers with highly developed clincial stances, leadership ability, and demonstrated success in teaching may be selected for extensive training in professional leadership. Such personnel would become catalyzer's for further development and refinement of the clinical stance in teacher education. They would work with undergraduates, serve as team leaders in instructional team-teaching situations, be intern consultants, develop elementary school and university curriculum materials, be elementary school principals, and assist with elementary pupils having unusual or difficult learning problems.

The role and training of one such professional instructional leader, the media specialist, is described as a paradigm for the others. The need for instructional teams in elementary schools highlights the potential for such positions. One other staff position on such teams, the Associate Teacher, is delineated and a training program compatable with that herein described is outlined.

PROGRAM EVALUATION AND DEVELOPMENT

A viable teacher education program requires a carefully designed, extensive, and workable evaluation system which in turn supports program development. Cognitive, affective, and psychomotor domains must be included in such assessments.

Each modular experience can, potentially be tested for its contribution to a teacher's development, and test results can be compared with those of alternative experiences. The sequence of modular experiences can be assessed for continuity. Student assessment during the process, information retrieval, built-in check points, professor evaluation, and student performance during internship are some avenues for testing modules. These same procedures are useful in examining the effectiveness module clusters in the total program.

The teacher education program model is designed for constant evaluation and feedback into the program. With a clinic-school network to serve as a laboratory in many settings (rural, suburban, and inner-city), different school plants, cycles including teaching, working with interns and teachers, and program development and research. Some experienced teachers from clinic-schools return to college to work with undergraduates. Some of these teachers would contribute through program development, refining teacher behavior analyses, simulation, and micro-teaching while other teachers would focus primarily on educational research. Upper classmen work with students in the Career Decision Seminar. Through designed experiences with educators at other points in their development, trainees move from student-oriented to profession-oriented behavior.

Such regenerating through recycling is integral to the clinical approach emphasized in this model. Not only is the program designed to develop a clinical behavior style in graduates, it also utilizes a clinical approach in its own instruction of students and provides for continued renewal through analysis of the program itself.

MANAGEMENT

An extensive and flexible management system is necessary to support a complex enterprise such as that described above. Five subsystems are included in the organizational plan: Program Development, Clinical Experiences, Evaluation, Information Retrieval, and Management Planning. The management component is designed to employ the same decision-making techniques advocated for teachers. The clinical behavior style permeates every phase of the program.

The Management Subsystem assists the other subsystems, the Planning Board, and the Project Advisory Council in the areas of systems planning, systems development, and systems analysis.

The Program Development Subsystem is responsible for developing and utimately delivering the non-clinical experiences of students. Program development is accomplished by several means: revision of current modular experiences, input of new ideas or modes of inquiry from scholars in various content areas, the addition of new program tracts, and revision in the clustering and sequencing of instructional modules.

The Evaluation Subsystem assesses the viability of the program and its various components. It consults with program development personnel in precisely stating objectives; it mobilizes the instruments and analytical techniques of the behavioral sciences to observe, measure, and assess the overt actions of individuals and groups; and it suggests research designs to study program effectiveness.

The information retrieval subsystem supporting this program model provides, among its many services, data on student progress and personal characteristics, relevant factors in clinic-school settings, experience modules within the program, research data, and management data.

The computer's potentialities as a massive and highly accurate filing system commend its use in the project. The procedures of defining the curriculum in the form of experience modules particularly, require the sorting, correlating, purging, and replacing of many hundreds of pieces of paper. In addition, helping students keep tract of their progress through the various optional and structured paths that this curriculum offers demands the rapid handling of many thousands of bits of data.

The approach to information retrieval set forth in this program model is a modification of the BIRS (Basic Indexing and Retrieval System) programs, was a system that was developed by a team of scientists at Michigan State University.

The use, however, of BIRS PROGRAMS does not make an implementing institution dependent on computer services at Michigan State University. In fact, the implementing institution may want to provide its own computer programs for information retrieval (if they already have such resources), in which case the data cards which now contain the project's file of modules can be easily replicated for transfer to their own system.

SECTION I

OVERVIEW

INTRODUCTION

The teacher preparation program model described in this report emphasizes four unique characteristics:

1. A broad base in the behavioral sciences.
2. Developmental clinical experiences beginning in the freshman year and including a full year of internship.
3. New approaches to organization, content, and emphasis.
4. An interrelated and self-generating system of evaluation --program development--management.

The reasons for emphasizing the characteristics listed above and the relationship this reasonsing bears to current professional thought are set forth in the "Rationale" (Section II). These characteristics mark each of the five major areas of the program model: general-liberal education, scholarly modes of knowledge, professional use of knowledge, human learning, and clinical studies. Each area is described briefly in this introduction, and the function of each area in the undergraduate teacher education program is explained in Section II. Specific experiences and content designed for each area are detailed in the remaining sections of Volume I and in Volumes II and III. Volume III also presents the teacher preparation model as it applies to the practicing teacher, to ancillary personnel, and to management, evaluation and program development.

Descriptions of the program model and presentations of specific experiences and content in the five major curriculum areas are marked by certain basic understandings which can be stated as follows:

1. The undergraduate program of each student includes:
    a. A broad, basic core of general-liberal education.
    b. A study of human learning based upon behavioral science concepts and research.
    c. An analytical study of the teaching act in differing types of educational environments.
    d. A review of the fields of knowledge in terms of their structure and content, stressing concepts and sequence in developing disciplines with emphasis on the methods of inquiry and learning characterizing modes of scholarly endeavor in different disciplines.
    e. A year of intern teaching in a school district as part of an instructional team recruited from the university and the local district.
2. The opportunities for teachers in service are increased by the strengthened professional leadership role made available to experienced and highly competent teachers who may become curricular innovators, consultants, team leaders, and intern consultants.
3. The on-going educational program of the schools is continually revitalized by movement of personnel, materials, and information which in turn establishes a continual flow from theory to practice to theory.

OBJECTIVES

The teacher preparation program model, with its detailed educational specifications and implementations, is designed to achieve three major objectives:

1. A new kind of elementary school teacher for the nation's schools--one who is a basically well educated person and who:
    a. Engages in teaching as clinical practice
    b. Is an effective student of human learning, its capacity and its environmental characteristics
    c. Assumes the role of a responsible agent of social change.
2. A systematic introduction of research and clinical experience into the decision-making process as a basis for continued educational improvement.
3. A new kind of laboratory and clinical base upon which to found undergraduate and in-service teacher education programs.

SPECIAL FEATURES

The program model incorporates features as broad and varied as modern technology, advanced concepts of human behavior study, general-liberal education, and professional translation of educational principles into teaching strategies for a wide variety of environments. The comprehensiveness of the plan will become evident as the reader studies the description of the program model in the second section of this report and reads the detailed specifications in subsequent sections.

1. The teacher education program is comprehensive. A changing society demands comprehensive changes in its educational system. Improvement of one phase, such as professional education experiences, without concurrent attention to the total supporting knowledge-inquiry framework can only result in a patchwork job, no matter how well engineered the patch may be. The

broad leap in teacher education envisioned in this model requires articulation of general-liberal education experiences, extended content specifically related to the curriculum of elementary schools, and professional education. Such articulation is explicity described as it has been developed by scholars in the relevant fields.

2. *The total undergraduate program recognizes a major objective--elementary teacher preparation with emphasis upon the clinical approach to analysis of human behavior.* Teams of curriculum writers designed the undergraduate program to include the perspective and the special competencies of various disciplines. For example, a prospective teacher's understanding of human behavior can be increased appreciably by reading a carefully selected work on literature.

3. *The program is designed to focus the skills and knowledges of behavioral scientists on educational problems, translating research into viable programs for pre-service and in-service teachers.* The study of human behavior undergirds all teaching. Increased technology in school is not diminishing the role of the teacher; rather it is accenting the search for teachers who are responsive to the needs of individual pupils. The theories, knowledges and strategies of behavioral scientists provide a basis for the development of such responsiveness.

4. *Cross-cultural studies are woven into the fabric of the program.* Cultural biases cloud most minds. Such biases become particularly evident in ghetto schools when middle-class teachers cannot comprehend ghetto children's value systems. To sensitize prospective and in-service teachers to unfamiliar cultures and to enable them to recognize and appreciate the varying postures assumed by people of other cultures, specific experiences are planned. In the humanities, for example, special attention is given to the study

of African, southeastern Asian, and Indian cultures. Actual and simulated experiences with children through clinical studies are arranged in varied socio-economic American settings. Particular emphasis is placed on the understanding of inner city cultural patterns.

5. Evaluation is integral to the total program. Continual appraisal of selected experiences and of the total program permeates the enterprise. The evaluation is designed to supply information necessary for program development and refinement. No program can be a final answer to the educational needs of today, much less to those of tomorrow. This program model provides specific evaluation and development phases which are necessary catalysts in an ever-improving program.

6. The program provides techniques to facilitate the use of new strategies. The research tools of behavioral scientists are expanding extremely rapidly at the present time and will continue to do so. The next few decades are likely to see a surge of input knowledge, theories, and strategies in the behavioral sciences similar to that which has already occurred in the natural sciences. Schools must put these strategies to use without the long, painful time lag usually associated with man's social development.

7. Through a number of simulated experiences, prospective teachers explore their own feelings toward others and toward themselves, discuss them in small groups, and consider their reactions to potentially traumatic interpersonal relations. The affective domain of human development has long been neglected in formal schooling. The model program recognizes the need for correcting this neglect.

8. Single-purpose experiences (modules) have been grouped into clusters for more ready implementation by teacher

education institutions geared to term and semester credit-hour structures. At its most explicit level this teacher preparation model program is described in short, discrete, single-purpose experiences or modules. Each module is designed to help meet a specific behavioral objective. These modules can be sequenced into individualized instructional programs for preparing elementary teachers.

9. The program is designed to educate teachers for a wide variety of school settings. Because of the emphasis on situation analysis, prospective teachers can understand many types of communities in addition to the currently emphasized "inner city" and "suburbia."

10. Modern technology is harnessed but within a sound theoritical framework of teacher education. Educators have all too often become fascinated with "hardware" and "software," losing sight of their objectives and undergirding philosophy in technological innovations.

11. The resources of an educational network are garnered to improve teacher education. School districts and the university cooperatively contribute to a resource pool designed for improved teacher education. Elementary schools provide the clinical setting for (a) observation and practice by trainees and teachers, and (b) substantive episodes and data for teacher education and its improvement. The university contributes its varied and specialized competencies to the development of the total instructional staff of the school.

12. A management system focuses upon the clinical approach to operation of the teacher education program. Strategies for decision-making, based on adequate information and continual appraisal, characterize the system

13. An information retrieval system modified from the Basic Information Retrieval System (BIRS) concept

and designed especially for this model, is described. A teacher education program as complex as this one requires an extensive information storage system. Data are included on student personal characteristics, student progress, modular experiences within the program, management procedures, evaluative techniques, clinic school settings, and relevant research in teacher education.

14. The use of an information retrieval system permits ready transport of the program to other colleges and universities. Currently, the first drafts of modular descriptions are on data cards and on computer tape storage. These are readily retrieved and can be modified by other teacher education institutions for use on their own computer equipment. Further, as modifications are made at any of the implementing institutions they also are easily transportable so that all systems are readily updated.

15. The information retrieval system permits ready access to various curricular components. Cross analysis of different parts of the program are possible through an indexing system.

16. Within the program, modifications are made for specialists in various disciplines and for a variety of teaching techniques. Many adjustments are needed to meet the special requirements of mathematics, science, social science, language arts, reading, art, music, and general classroom teaching. Increased attention to team teaching and differentiated instructional roles require specialized programs in these areas.

17. Programs are differentiated for teachers of pre-school children, primary grade children, and middle school children. The delineation of programs for teachers of pre-school children was not included in the original proposal but has been developed and included in this program. The professional and clinical phases

have received particular attention in the differentiation of programs.

18. The teacher preparation program model prepares prospective teachers to be members of a team of educators who direct the instruction of children.

Teacher education must not terminate with the initial teaching assignment, but continue without interruption from pre-service to in-service education. Gradual introduction to ever-greater responsibilities is afforded the student through tutorial experiences, micro-teaching, pre-internship clinical study, and internship. This continues through resourced teaching toward professional instructional roles (team leader, intern consultant, supervisor, curriculum specialist, etc.). The educational media specialist represents one such professional role, and is described as a paradigm for others. Paraprofessionals, including aides and associate teachers also are included on the potential team. A training program for associate teachers is outlined; and teachers-in-training learn to utilize such resources in a team setting.

MAJOR AREAS OF PROGRAM

The division of the teacher preparation program model into five major areas structures a functional framework which applies particularly to the undergraduate preparation program. The areas are clinical studies, general-liberal education, scholarly modes of knowledge, professional use of knowledge, and human learning. The following brief descriptions will provide an overview of the program.

A broad basic core of general-liberal education designed to foster individual fulfillment and to prepare citizens for participation in our democratic society forms a major component in the program. Attention is devoted to understanding the role language plays in society, to comprehending the physical and biological aspects of the world and universe and their constructive social force, to understanding society and culture both in the United States and abroad, to enhancing man's sensitivity to his own role in modern societies, to conceptualizing information from man's historical past and from the transient present, and to relating all these comprehensions to a better understanding of human behavior. These general-liberal education experiences are organized into three areas: the humanities, social sciences, and natural sciences. Explicit description of these areas may be found in Section IV.

The area referred to as *scholarly modes of knowledge* builds upon work in general-liberal education extending it on two dimensions. First, the content selected for study is more directly relevant to that included in the elementary school curriculum; and second, the modes of inquiry of scholars in the various disciplines are emphasized. Experiences are developed in the fields of science, mathematics, fine arts, social science, literature for children, communication, and linguistics. The educational specifications for this area are described in Section V.

In the *professional use of knowledge*, the content and techniques which were discovered in general-liberal education and scholarly modes of knowledge are translated into instructional strategies. Mathematics, science, language arts, social studies, and reading are selected for specialized study. The work in the professional use of knowledge is so designed that it may be pursued separately from the work in scholarly modes of knowledge or the work in the two areas may be integrated into a unified offering. These experiences are delineated in Section VI.

Human learning concerns the environmental systems which influence the growth of human beings. The methods, concepts, and principles of research-based conclusions related to teaching, learning, and motivation are the major emphases of this area. The work of behavioral scientists particularly contributed to the approach utilized. The detailed development of this area is reported in Section VII.

Clinical Studies permeate all aspects of the program. Three distinct elements characterize every clinical experience:

1. They are client related, whether there is actual or simulated experience with pupils.

2. The trainee is responsible for manipulation of one or more instructional variables.

3. The trainee employs feedback to evaluate and improve the effectiveness of his service.

These are carefully developed through a series of experiences involving greater and greater responsibility and antonomy. During the freshman year the student participates in tutorial experiences and in a Career Decision Seminar. These experiences are extended through teamed field experiences and a year-long full-time internship. In addition, experiences are planned to improve a prospective teacher's sensitivity to others, to develop affective as well as cognitive skills, and to extend cross-cultural experiences initiated in other parts of the program.

ADDITIONAL PROVISION FOR TEACHER DEVELOPMENT

In addition to the functional framework of the five major categories, the teacher preparation program involves many other broad and flexible arrangements for assisting the optimum development of teachers.

Throughout the program prospective teachers may specialize by stuyding in greater depth pre-school children, primary grade children, and middle-school children. Program modifications are described in Section V for those students who wish to specialize as teachers of mathematics, science, social studies, language arts, art, music, reading, or general elementary.

Reciprocal agreements among several educational agencies can create a mutually beneficial arrangement which will be called in this program model a "Clinic-School Network." School districts, professional organizations, state departments of education, teacher education centers outside the university, and the university work together to improve the general education and professional preparation of both pre-service and in-service teachers. The management aspect of this Clinic-School Network and the implications for continued professional study are outlined in Sections VIII and IX.

Continuing teacher development is the central theme of Section VIII. A description of the potentialities of "resourced teaching" demonstrates the way in which several educational agencies contribute to improved teacher competence. Certain core elements of a professional instructional role are suggested as a possibility for training educational leaders, and advanced study in the behavioral sciences is delineated.

The differentiated instructional pattern toward which American education seems to be moving includes two particularly prominent auxiliary roles which are intended to relieve the professional teacher of certain routine responsibilities and assist him with certain highly specialized ones. The associate teacher works as a paraprofessional in a teamed setting and requires a specific type of training which is described in Section VIII. The media specialist carries responsibility for making available and assisting in the use of the wide variety of communication media resources. After completing the undergraduate program, he specializes in this aspect of curriculum development at the graduate level. The media specialist, is suggested as a paradigm for several professional instructional roles in the elementary school.

No educational program is intended to be a finished product. Such an enterprise requires a carefully developed evaluation system which will provide evidence and a development component for translating evaluation evidence into improved program models. A highly efficient management system, employing information retrieval systems and utilizing the perspectives of many people, is needed to operate such a program. Evaluation, program development, management, and information retrieval systems are described in Section IX. Because of the uniqueness of the system, and the potential contribution it can make to the program, information retrieval is described in greater detail in Section X.

DEVELOPMENT OF THE MODEL

The development of a teacher preparation program model such as that outlined above requires the resources of an extensive professional team. Theoretical constructs must be translated into working models and explicit instructional packages and patterns. More than 150 professional people contributed their time, effort, and expertise to the development of this model. Their names, project roles, and institutional affiliations are listed at the end of the Introduction. Those whose primary professional concern was teacher education were extremely gratified at the interest and enthusiasm exhibited by scientists and scholars from other fields. Teams of educationists and scholars in the natural sciences, social sciences, and humanities worked closely together to integrate the program. While the product of their work is extremely important in that it represents a beginning point for accelerated improvement in teacher education, the dialogue established between professional educationists and academic disciplinarians is more significant. Interest far beyond that required by their formal commitments was exhibited by team members through their work.

This teacher peparation program model is the product of a joint effort made by seven colleges within Michigan State University: The College of Arts and Letters, Communication Arts, Social Science, Natural Science, Home Economics, Education, and the University College. Deans of the respective colleges formed the Educational Policies Council, deliberated upon policy matters, encouraged senior staff involvement, and generally guided the program's development. Dr. John E Ivey, Dean of the College of Education, was chairman of this council and provided theoretical as well as practical direction in the project.

A Project Advisory Committee, representing participating colleges and varying educational perspectives, advised the Project Staff on several occasions. This committee was chaired by Dr. William Vernon Hicks, Chairman of the Department of Elementary Education.

The Project Director, Dr. W. Robert Houston, Professor and Director of the Elementary Intern Program, was the chief executive officer for the project. A Project Staff was charged with the development of the plan and the actual writing of these pages. The staff was organized into seven working teams: Humanities, Social Science, Natural Science, Human Learning, Professional Use of Knowledge, Clinical Experiences, and Continued Professional Growth. Each team was guided by a senior faculty member of the university.

Michigan State University has three functioning institutes that are jointly operated by the College of Natural Science, the College of Social Science, the College of Arts and Letters, University College, and the College of Education. These institutes are the Science and Mathematics Teaching Center, the Social Science Teaching Institute, and the Humanities Teaching Institute. Because the staffs of these institutes are concerned with their respective disciplines and also with teacher education they form natural bridges with academic departments. The directors of these institutes coordinated for their respective areas the development of General-Liberal Education, Scholarly Modes of Knowlege, and Professional Use of Knowledge. Dr. Julian R. Brandou guided natural sciences and mathematics, Dr. Daniel Jacobson directed the social sciences, and Dr. Bruce Burke coordinated the humanities.

Members of writing teams were drawn from academic departments throughout Michigan State University, other universities, several school districts, and a number of allied educational agencies. The Director of the Learning Systems Institute of Michigan State University, Dr. Ted Ward, who has long been concerned with translation of educational objectives into clinical practice, coordinated the clinical component. Dr. Don Hamachek, Associate Professor of Educational Psychology and Child Development coordinated the work of clinical psychologist, and others who contributed to the section on Human Learning.

Writing teams worked together to insure unity in each area and continuity of the whole. An information retrieval system was used to compare and contrast offerings from the various components. Team leaders met regularly to maintain liaison within the project.

A suite of offices in one of the living-learning centers at Michigan State University was assigned by the University to the project. The suite included a conference room, nine faculty offices, and a receptionist-typist office. These were used by special staff on short assignments, by editorial and clerical staff, and by curriculum writers who requested office assignments. Other writing team members used their regularly assigned offices. One keypunch machine was located in the project offices, and several others in the University's Data Processing Center.

The use of short, self-contained curriculum units or modules proved to be a valuable technique; a potential was created for individualized instruction, for various groupings of experiences, and for ready revision. A copy of the module reporting form is reproduced on the following page. Pressure-sensitive carbons permitted the writer to retain a copy of his written module description while forwarding the second copy to his component coordinator and the third to the project office. In the project office, keypunch operators translated the written module description onto data cards. These in turn, were fed into a computer-controlled information retrieval system. Printouts from the information retrieval system were used in the main body of this report to describe the curriculum. This phase of the program model was coordinated by Dr. Gary Smith, Wayne State University.

PROBLEMS AND LIMITATIONS

Coordinating the efforts of a large and heterogeneous staff presented a number of problems. One was communication. Scholars from such diverse fields of inquiry as, for example, the humanities and natural sciences hardly speak the same language. Their value systems sometimes conflict and their ways of assessing outcomes vary significantly. Yet their different perspectives are precisely what is needed if the education of the elementary teacher is to be broad.

ELEMENTARY TEACHER EDUCATION PROJECT

MICHIGAN STATE UNIVERSITY
EAST LANSING, MICHIGAN

NAME OF WRITER	DATE	PAGE

[illegible] ONLY)

LIBERAL ED	SCHOLARLY MODES OF KNOWLEDGE		PROFESSIONAL USE OF KNOWLEDGE	
☐ HUM	☐ FINE ARTS	☐ SOC SCI	☐ MATH	☐ HUMAN LEARN
☐ SOC. SCI	☐ MATH	☐ LINGUISTICS	☐ SCI	☐ CLINICAL
☐ NAT. SCI	☐ BIO SCI	☐ LIT FOR CHILD	☐ SOC SCI	☐ AUXILIARY PERSONNEL
☐ MODES - INQUIRY	☐ PHY SCI	☐	☐ READ	
			☐ LANG ARTS	

EXPERIENCE MODULE: (WHAT IS ONE OF THE VALUABLE LEARNING EXPERIENCES OR ACTIVITIES WHICH YOU WOULD SPECIFY FOR THE PREPARATION OF A TEACHER?)

SPECIAL MATERIALS REQUIRED

APPROXIMATE NUMBER STUDENT CLOCK HOURS TO COMPLETE THIS EXPERIENCE? ____________________

THIS EXPERIENCE SPECIFIED FOR (CHECK ONE BOX FROM EACH LIST)

☐ GENERALIST	☐ PRE-SCH.-K
☐ SPECIALIST	☐ GRADES 1-4
☐ ALL CANDIDATES	☐ GRADES 5-8
	☐ ALL GRADES

INSTRUCTIONAL SETTING

☐ LARGE GROUP ☐ SMALL GROUP (1-12 STUDENTS)
☐ INDEPENDENT ☐ OTHER (SPECIFY)____________

HOW FILED

OBJECTIVES: (WHAT IS THIS EXPERIENCE DESIGNED TO ACCOMPLISH?)

PREREQUISITES: (WHAT ARE THE MOST IMPORTANT ONE, TWO, OR THREE COMPETENCIES OR EXPERIENCES BEFORE WORKING ON THIS OBJECTIVE?)

EVALUATION: (WHAT WILL TEST WHETHER OR NOT THE STUDENT HAS INDEED ACHIEVED THE OBJECTIVES OF THIS MODULE?)

OFFICE COPY

Communication was achieved by directing the attentions of these various staff members toward teacher education within the conceptual framework of the project. (The following "Rationale" presents this conceptual framework.) It is to be expected that some individuals would be more successful than others in adapting their thinking to an unfamiliar frame of reference; therefore the different parts of the program model show some variation in precision of focus.

Another problem grew out of the specialized nature of certain educational techniques. For example, behaviorally stated objectives were unfamiliar to some and a stumbling block for several of the writers. The use of the modular format for curriculum development was new to almost all members of the team, with a resulting time lapse for some before they were comfortable with the device. Several of the earlier-written modules reflect this lag in understanding.

Time was a constant problem--a limitation that was recognized from the beginning of the project. For example, time was lacking for adequate development of all the modules the team wished to include; thus in developing several areas, the team decided to present an overview of the program with a sampling of modular experiences.

Several writing teams continued to write and refine modules until near the end of the project. While the curriculum is relatively consistent within the various components, inadequate time precluded the exhaustive inter-component analysis desired. Some overlaps and gaps occur as a result. One curriculum writer expressed the team's feelings near the end of the project when he remarked, "Now, with our first-draft modules in, we are ready to begin to develop the curriculum!"

The use of computer for storage of program elements proved to be an excellent procedure, and the computer was most helpful in analysis. The primary drawback in the procedure was the extensive time required to keypunch modules. The process is much slower than typing similiar material and the correction of typographical errors is much more difficult.

Pre-school training programs were not included in the original proposal. However, it soon became evident that some attention to this vital area was in order and that a provision for future development must be included in the project. Therefore, three age levels of children have been considered by curriculum writers: 3-6 years, 6-10 years, and 10-13 years. While some additional attention has been given to the education of pre-school teachers in this program model, that area is by no means complete. Further work in the preparation of pre-school teachers is contemplated.

This report represents but one point on the continuum of program development. With additional time a more refined product would have resulted. In the process of implementation. the model will be put to the empirical test, and will undergo further development. Just as an analytical approach is advocated for teacher preparation students, so the program itself includes built-in change as a significant element.

LIST OF DEFINITIONS

Certain terms have been used in a somewhat restricted or specialized sense in this presentation of the teacher preparation program model and they require brief definition. They are grouped into three lists.

1. Terms used in referring to particular individuals involved in the program.
2. Terms used to differentiate the extent of involvement of a trainee in a classroom.
3. Terms used to denote a technical understanding peculiar to the precedures and structure of the project.

Several other definitions of strategic terms are included in the "Rationale" which follows. These terms are:

Simulated experiences
Field experiences
Clinical experiences

Clinical
Professional
Behavioral Science

TERMS USED IN REFERRING TO PARTICULAR INDIVIDUALS

Professor--Regardless of formal academic rank, a faculty member of a college or univeristy is called a professor. No distinction is made among the colleges; faculty members of colleges of liberal arts, sciences, or education are all called professors.

Pupil--Though the word is falling into disuse and may be, for some, old-fashioned, the term pupil is used in this project to refer to the children of elementary and pre-school classrooms. Using pupil to denote children will allow student to be reserved for the collegian.

Student--The teacher education student is referred to as a student, especially in reference to his non-applied studies in college classrooms. The student is also called a trainee in reference to the clinical phase and field experiences of his preparation.

Trainee--Because the phrase "teacher education student" is bulky and "teacher candidate" implies a formality of nomination and selection which is not intended, the term trainee is used to carry the meaning of the phrase "teacher education student." *Apologies are extended to any who may object to the term as* demeaning of the professional-to-be; it is not intended to carry such implication.

Teacher--Within this report the term teachercarries a specialized meaning denoting an elementary school classroom practitioner or subject area teaching specialist who has completed the bachelor of arts requirements and has been granted a certificate or state license to teach. Although college professors are clearly teachers and trainees are teachers at certain times, the term teacher is not meant to refer to them in this report.

Practitioners--Especially in the sections dealing with theoretical propositions about education as a profession, the term practitioner is used to indicate men and women engaged in teaching. Thus, whether pre-school teacher or college professor, the teacher in this broad sense is a practitioner. This term is particularly useful in referring to the teacher as a member of a professional group. Much that is said of the practitioner in education can be said of his practitioner counterparts in other professions.

Client--Within those contexts already indicated where practitioner is a more appropriate term than teacher, client is preferred to the terms of learner or pupil. The kinship of education to other professions is indicated by the use of terms which denote practitioner to client.

TERMS USED TO DIFFERENTIATE THE EXTENT OF INVOLVEMENT OF A TRAINEE IN A CLASSROOM

Observation--The watching and analyzing which is characteristic of the lowest degree of involvement in a classroom situation is called observation. This activity or experience is commonly practiced in teacher education programs; a unique meaning is not intended when the term is used in this program model.

Participation--Another term already in common use in much the way it is used in this project is participation. This word indicates the interaction which a trainee experiences with pupils when he functions in a role secondary to a given teacher. Thus a participant has certain responsibilities which involve him in experiences with children at a level higher than observation, but at a level of control subservient to some other adult presence.

Responsibility--This term is arbitrarily used to distinguish between participation and experiences wherein the trainee has been assigned specific responsibility for planning and management of an activity. Responsibilitydenotes a state of authority or control greater than that in observation and participation experiences. Responsibility, in the case of the trainee, covers a wide range of applied assignments: substituting for the teacher for brief periods, assigned continuous responsibility for one small study group, management of one instructional role within a teaching team, micro-teaching and, at the upper extreme, employment as the intern teacher in a classroom.

TERMS USED TO DENOTE A TECHNICAL UNDERSTANDING PECULIAR TO THE PROCEDURES AND STRUCTURE OF THE PROJECT

The originating institution--Michigan State University is indicated in the report as the originating institution. The effort which went into the project was truly university-wide involving an extensive professional team composed of faculty members from seven different colleges within Michigan State University.

Implementing institution--The project and its product were designed to produce a teacher education program which could be implemented at other institutions as well as at the originating institution. Thus a general term, implementing institution, is used to refer to the college or university which is engaged in actually setting up this program. The assumption is that several implementing institutions will be identified and that, though essentially instrumented according to the specifications in the project, each implementation will differ in important ways as local needs and resources are considered. Provisions are made for responsible variations in the design.

Implementing faculty--The term implementing faculty is closely related to the term implementing institution but recognizes further that the men and women who will actually be charged with providing the experiences specified in the report will be in control of the implementation. The implementing faculty, therefore, must be charged not merely with carrying out the letter of the specification, but more importantly, with the thorough comprehension of the essence of these ideas and the creative application of their meaning in terms of the implementing institution's own needs and resources.

Teaching--No effort has been made to create a new definition of teaching. The report concerns the teaching of a teacher or teaching teachers to teach. A view, therefore, must be given of teaching itself. The definition offered is intended to be comprehensive enough to account for the various human acts which result in learning, yet specific enough to provide for the development of conceptual models.

In general *teaching* is defined as human behavior which results in a change in human behavior. Typically, in multi-party teaching (teacher and students or two or more students teaching one another) there are two distinct roles implied in the word *teaching:* teacher and learner. (The fact that the teacher may also be a learner or that these roles may interchange is recognized.)

Design of a preparation program for the professional teacher role requires still further detailing of the process of teaching. It is the theoretical position of the report that *teaching*, or at least important aspects of *teaching* as a human process, can be viewed as rational behavior. Granting that much of the finesse of *teaching* may constitute an as yet undefined art form, it is contended that the most "teachable" aspects of *teaching* are those which can be defined as rational processes. *Teaching* therefore, is a rational process of taking account of the characteristics of a situation and the persons therein in order to carry on some intervening activity which is thought to have a probability of inducing some intended change in the learner. An important advantage of this view of teaching as a rational process is that it allows the use of analogies and design techniques drawn from communication and system analysis. *Teaching*, then is a systematic process in which there are input variables, processing variables, and output variables.

Instruction --The word *instruction* is used interchangeably with teaching. Some writers within the task forces of this project make a subtle shift in certain contexts by using *instruction* to refer to the more formal cognitive output of the teacher and reserving teaching for the comprehensive and affectively loaded interactions. Yet since self-instruction and self-teaching are completely interchangeable as representing the teacher-less teaching which a learner carries on for himself, the distinction between *instruction* and teaching seems so small as to be, for this project, insignificant.

Information retrieval --Management of masses of curricular information and student data requires an approach not yet common in education. The computer's potentialities as a massive and highly accurate filing system commend its use in the project. Particularly the precedure of defining the curriculum in the form of experience modules requires the sorting, correlating, purging and replacing of many hundreds of pieces of paper. In addition, helping students keep track of their progress through the various optional and structured paths offered by this curriculum demands the rapid handling of many thousands of bits of data.

Information retrieval, the use of modern computer to store and retrieve verbal and quantitative information, is the procedure stipulated to deal with the information management aspect of this program model, both in its original design and in each institutional replication. The approach to *information retrieval* set forth in the project is a product of research and development carried on at Michigan State University under previous and current contracts from the Office of Education, HEW, and has been carefully adapted to the requirements of the project by researchers at Michigan State University and Wayne State University.

BIRS Programs--References to the *BIRS programs* are most easily understood as indicating the particular computer programs available for operation of the information retrieval tasks specified in the project. The Basic Indexing and Retrieval System (BIRS) programs were developed by a team of scientists from the Learning Systems Institute, the Human Learning Research Institute, and the Computer Institute for Social Science Research at Michigan State University. Dr. John F. Vinsonhaler, Director of the educational information management section of the Learning Systems Institute has received grants from the Office of Education (HEW) to produce this series of general-purpose programs for the educational community at large. The system is now operational in part or whole at 14 universities and other educational institutions. At present more than fifty separate projects across the United States utilize BIRS programs for managing curricular, library, and file data.

The BIRS programs were designed to be maximally "flexible" (allowing a wide range of uses and local options in their implementation), maximally "machine-independent" (Not requiring peculiar computer hardware configurations), minimally "code-oriented" (allowing their use by persons not specially trained in computer use), and maximally "common in computer language" (allowing the physical transfer of programming tapes--or discs--and file tapes--or discs -- from one computer to another among a wide variety of computer brands and models). The use of BIRS programs in no way makes an implementing institution dependent on computer service at Michigan State University. In fact, the implementing institution may want to provide its own computer programs for information retrieval (if they already have such resources), in which case the data cards which now contain the project's file of modules can be easily replicated for transfer to the implementing institution's own system. In fact, one service already provided for each implementing institution is a basic deck of data cards ready for copying (on the computer) for transfer to the implementing institution.

Adjunct experience --Certain field experiences are so specifically related to given on-campus classroom experiences that they must be viewed as an immediate extension of the college classroom. The field experiences which should be seen as specific ancillaries of the student's non-field studies are called adjunct experiences. The full term and its abbreviation, adjunct, are used in a number of the experience modules to call the reader's attention to the close relationship between the field experience module and a specific on-campus classroom module.

PROJECT STAFF

EDUCATIONAL POLICIES COUNCIL

Name	University Assignment
Ivey, Dr. John E., Chairman	Dean, College of Education*
Winder, Dr. C. L.	Dean, College of Social Science
Byerrum, Dr. Richard U.	Dean, College of Natural Science
Bain, Dr. Jack M.	Dean, College of Communication Arts
Carlin, Dr. Edward A.	Dean, University College
Varg, Dr. Paul A.	Dean, College of Arts and Letters
Lee, Dr. Jeanette A.	Dean, College of Home Economics

PROJECT ADVISORY COMMITTEE

Name	University Assignment
Hicks, Dr. William V.,	Professor and Chairman, Department of Elementary Education*
Sarbaugh, Dr. Lawrence	Assistant Professor, College of Communication Arts

---

*Unless otherwise noted, staff are faculty members at Michigan State University.

Artis, Dr. Jay W.	Professor, College of Social Science
Wright, Dr. Robert L.	Professor, University College
Tomber, Dr. Marvin	Professor, College of Natural Science
Alonso, Prof. Noah	Associate Professor, College of Arts and Letters
Borsage, Dr. Vera	Assistant Professor, College of Home Economics
Dean, Dr. Leland	Associate Dean and Director, School of Teacher Education, College of Education
Hawley, Prof. William	Professor and Associate Dean, College of Education
Ward, Dr. Ted	Professor and Director, Learning Systems Institute

ADMINISTRATIVE STAFF

Name and Project Assignment	Professional Assignment
Houston, Dr. W. Robert Project Director	Professor of Elementary Education and Director, Elementary Intern Program*

---

*Unless otherwise noted, staff are faculty members at Michigan State University

Brandou, Dr. Julian R. Coordinator, Science and Mathematics Component	Associate Professor and Director, Science-Mathematics Teaching Center
Burke, Dr. J. Bruce Coordinator, Humanities Component	Associate Professor and Director, Humanities Teaching Institute
Hamachek, Dr. Don Coordinator, Human Learning Component	Associate Professor of Educational Psychology and Child Development
Hawley, Prof. William Fiscal Officer	Associate Dean, College of Education
Jacobson, Dr. Daniel Coordinator, Social Science Component	Professor of Geography and Education, and Director, Social Science Teaching Institute
Ward, Dr. Ted Coordinator, Clinical Experiences Component	Professor and Director, Learning Systems Institute

CURRICULUM SPECIALISTS AND CONSULTANTS

Name and Project Assignment	Professional Assignment
Akatiff, Dr. Clark Social Science	Assistant Professor of Geography
Baird, Dr. Reed Humanities	Assistant Professor of American Thought and Language
Bandy, Richard Consultant, Cross-Cultural Studies	Principal, Madison Park School, Grand Rapids, Michigan

Banks, James Consultant, Cross-Cultural Studies	NDEA Fellow in Elementary Education
Beacom, Mrs. Lucille Coordinator, Continued Professional Study	Director of Macomb Center, Elementary Intern Program
Beere, Mrs. Carole Clinical Experiences	Specialist, Learning Systems Institute
Beleff, Dr. Nicholas Social Science	Coordinator of Experimental Social Science Project
Biskin, Donald Clinical Experiences	Graduate Assistant, Learning Systems Institute
Blanchard, Geraldine Media Specialist Role	Director of Instructional Media, Waterford, Michigan Schools
Borgman, Dr. Bernice Human Learning	Professor of Home Management and Child Development
Born, Mrs. Caroline Consultant, Resourced Teaching	Principal, Lake Shore Public Schools, St. Clair, Michigan
Borosage, Dr. Vera Human Learning	Assistant Professor of Home Management and Child Development
Butler, Dr. Alexander Humanities	Associate Professor of Humanities
Cannon, Dr. James Consultant, Mathematics	Coordinator of Mathematics, State of Tennessee
Carlisle, Dr. E. Fred Humanities	Assistant Professor of English

Cheney, Dr. Bruce Clinical Experiences; Management, Teacher Education Network	Assistant Professor and Director of Port Huron Center, Elementary Intern Program
Cherryholmes, Dr. Cleo Social Science	Assistant Professor of Political Science
Cianciolo, Dr. Patricia Literature for Children	Associate Professor of Elementary Education
Cohen, Dr. Donald Consultant, Mathematics	Assistant Director, Madison Project, Webster College
Collier, Dr. Calhoun C. Program Design	Professor of Elementary Education
Conley, Dr. James Human Learning	Assistant Professor, Western Illinois University
Cookingham, Prof. Frank Clinical Experiences; Rationale	Instructor, Learning Systems Institute
Couch, Dr. Carl J. Consultant, Communications	Associate Professor of Sociology, University of Iowa
DeWitt, William Consultant, Cross-Cultural Studies	Principal, Detroit Schools and Chairman of State TEPS Commission
Driscoll, Robert Field Experiences	Graduate Assistant of Elementary Education
Duffy, Dr. Gerald Professional Use of Knowledge - Reading	Assistant Professor of Elementary Education

Englemann,Dr. Manfred Science	Associate Professor of Natural Science
Escott, Richard Continued Professional Study	Superintendent of Haslett, Michigan Public Schools
Estes, Dr. Dwain M. Consultant, Management	Director Inter-American Educational Center, San Antonio, Texas
Falk, Dr. Julia Linguistics	Assistant Professor of Linguistics
Fitzgerald, Dr. William Mathematics	Associate Professor of Mathematics
Forde, Dr. John Social Science	Assistant Professor of Anthropology University of Wisconsin, Marathon
Freeman, Dr. Donald Human Learning	Assistant Professor of Educational Psychology
Gabler, Mrs. June Continued Professional Study	Director of Instruction, Mt. Clemens, Michigan,Schools
Gee, Dr. Charles Consultant, Science	Assistant Professor of Biology, University of Tennessee
Gibbs, Richard Mathematics	Graduate Assistant in Mathematics
Graeber, George Humanities	Graduate Assistant in English
Graves, Dr. Benny Social Science	Department of Sociology, Central Michigan University
Guro, Mrs. Celia Clinical Experiences	Specialist, Learning Systems Institute

Hardwick, Mark Information Retrieval	Research Associate, College of Education
Harris, George Consultant, Cross-Cultural Studies	Principal, Prince School, New Haven, Conneticut; Mott Intern
Harrison, Dr. Randall P. Consultant, Communications	Associate Professor of School Administration
Heald, Dr. James Program Management	Professor of School Administration
Helder, William Social Science	Coordinator of Experimental Social Science Program
Henderson, Dr. John Social Science	Professor of Economics
Henderson, Dr. Judith Clinical Experiences	Assistant Professor, Learning Systems Institute
Hickey, Dr. Howard Coordinator, Cross-Cultural Studies	Assistant Director, Mott Institute for Community Improvement
Hooten, Dr. Joseph Consultant, Mathematics	Professor of Mathematics, University of Georgia
House, Prof. Charles Humanities	Instructor of Humanities
Inman, Gerald Field Experiences	Director of Instruction, Springfield School District
Ireland, Edith Continued Professional Study	Intern Consultant, Elementary Intern Program
Ishino, Dr. Iwao Human Learning	Professor of Anthropology

Jones, Donald Consultant, Cross-Cultural Studies	Principal, Dewey School, Flint, Michigan
Joyce, Dr. William W. Professional Use of Knowledge - Social Studies	Associate Professor of Elementary Education
Kagan, Dr. Norman Clinical Experiences	Professor of Counseling and Guidance
Kaltsonis, Dr. Theodore Consultant, Social Studies	Assistant Professor, University of Washington
Karl, Dr. Norman Human Learning	Assistant Professor of Clinical Psychology, University of Maryland
Karmos, Joseph Consultant, Mathematics	Assistant Director, Comprehensive School Mathematics Program, Southern Illinois University
Kasdan, Dr. Leonard Social Science	Associate Professor of Anthropology
Kestenbaum, Dr. Justin Social Science	Associate Professor of History
Knudsen, Patricia Consultant, Media Specialist Role	Principal, Crest Lake Elementary School, Pontiac, Michigan
Lanier, Dr. Perry Professional Use of Knowledge - Mathematics	Assistant Professor of Elementary Education
Larson, Dr. Otto Consultant, Communication	Professor of Sociology, University of Washington
Lehmann, Dr. Irvin Consultant, Program Evaluation	Professor of Evaluation Services

Lightfoot, Catherine Consultant, Cross-Cultural Studies	Elementary Teacher, Flint, Michigan
Longberg, Prof. Keith Consultant, Associate Teacher Role	Instructor, Grand Rapids Junior College
MacLean, Dr. Malcolm S. Jr. Consultant, Communication	Professor of Journalism, State University of Iowa
Madison, Dorothy Consultant, Continued Professional Study	Curriculum Consultant,Lakeview Public Schools, Michigan
Marcus, Dr. Phillip Social Science	Associate Professor of Sociology
Marino, Ronald J. Consultant, Continued Professional Study	Assistant Superintendent for Elementary Instruction, Warren Woods Schools
Marquard, Dr. Richard Field Experiences; Professional Use of Knowledge - Language Arts	Associate Professor of Elementary Education
Matthews, Dr. Roy Humanities	Assistant Professor of Humanities
Militello, Ronald Human Learning	Instructor of Social Studies Lincoln Park High School
Miller, Dr. Gerald Consultant, Communication	Director of Graduate Studies, Department of Communication
Moon, Prof. Arden Associate Teacher Role	Coordinator of Student Teaching

Moore, Dr. Daniel Consultant, Media Specialist Role	Director, Education and Resources Center, Western Michigan University
Monroe, Prof. Cornelia J. Science	
Nemoto, Prof. Mabel Humanities	Associate Professor of Art
Niemeyer, Roger Social Science	Coordinator of Experimental Social Science Program
Oana, Dr. Robert Field Experiences	Associate Professor and Director of Livonia Center, Elementary Intern Program
Olson, Dr. Lee Consultant, Program Evaluation	Associate Professor in Evaluation Services
Opubor, Prof. Alfred E. Communications	Instructor of Linguistics
Page, Dr. James L. Consultant, Media Specialist Role	Professor and Director of Instructional Resources Center
Pinner, Dr. Frank Social Science	Professor of Political Science
Pitts, Dr. Vera Professional Use of Knowledge	Assistant Professor of Education, City College of New York
Ralph, Dr. David C. Consultant, Communication	Director of Undergraduate Studies, Department of Communication

Rayder, Dr. Nicholas Consultant, Program Evaluation	Assistant Professor of Evaluation Services
Reid, Dr. Chandos Consultant, Media Specialist Role	MOREL Consultant
Reusch, Dr. Rosetta Science	Consultant in Science
Richason, Dr. Ben Social Science	Professor of Geography, Carroll College
Rutledge, Prof. Barbara Humanities	Assistant Professor of Theatre
Salcedo, Dr. Rudolf Communications	Assistant Professor of Communications, University of Illinois
Salmi, Mrs. Betty Human Learning	Instructor of Educational Psychology
Sarbaugh, Dr. Lawrence Coordinator, Communications	Assistant Professor of Communications
Sause, Dr. Louise Humanities	Associate Professor, Counseling and Personnel Service
Schmatz, Dr. Robert Program Design	Associate Professor of Elementary Education
Schwartz, Dr. Fred Humanities	Associate Professor of Art
Seay, Mrs. Ruth Editor	Professional Editor

2

Shoemaker, Dr. Francis Consultant, Humanities	Director of International Programs, Teacher College, Columbia University
Sharp, Prof. Gerald Human Learning	Assistant Professor of Educational Psychology, Eastern Michigan University
Sherman, Prof. George Professional Use of Knowledge - Language Arts	Instruc in Elementary Education
Sidnell, Dr. Robert Humanities	Associate Professor of Music
Smith, Dr. David Program Management	Assistant Professor of School Administration
Smith, Dr. Gary Information Retrieval	Associate Professor, Wayne State University
Smith, William Consultant, Cross-Cultural Studies	Executive Director, PACE, Cleveland, Ohio
Stackhouse, Prof. Nancy Humanities	Assistant Professor of Art
Stine, Dr. Alton R. Consultant, Continued Professional Study	Director, Instructional Personnel and Curriculum, Holt Public Schools
Sullivan, Prof. Vincent Science	Torkio State College, Missouri
Sweetland, Dr. William Human Learning	Professor of Education

Taylor, Dr. T. Wayne Science	Professor, Science and Mathematics Teaching Center
Unkefer, Dr. Robert Humanities	Associate Professor of Music
Vaughn, Scott Human Learning	Assistant Instructor of Educational Philosophy
Venyah, Mrs. Lue Consultant, Cross-Cultural Studies	Elementary Teacher, Lansing, Michigan
Wagner, Dr. John Mathematics	Professor of Mathematics
Walsh, Marion Social Science	Instructor. Lansing Community College
Walsh, Dr. William Professional Use of Knowledge - Science	Professor of Elementary Education
Warrington, Dr. Willard Consultant, Program Evaluation	Professor and Director of Evaluation Services
Waterson, Joe Clinic Experiences	State Program Director, 4-H Club
Webster, William Clinical Experiences	Graduate Assistant, Learning Systems Institute
Weisz, Dr. Vera C. Consultant, Associate Teacher Role	Garland Junior College, Boston, Massachusetts

Widmayer, Mrs. Patti Editorial Assistant and Clinical Experiences	Graduate Assistant, Learning Systems Institute
Wilde, Warren Editorial Assistant and Professional Use of Knowledge - Reading	Graduate Assistant, Reading Center
Woditsch, Gary A. Consultant, Resourced Teaching	Institute of Social Research Consultant, University of Michigan
Ziblatt, Dr. David Social Science	Assistant Professor of Political Science

SECTION II

RATIONALE AND PROGRAM MODEL

The two parts of this section offer answers to logical questions growing out of the introductory statements. The rationale confronts the question, "Why was the teacher preparation program model based upon the behavioral sciences?" by defining salient concepts, listing points of view, and referring to published materials. Another logical question, "What is the actual form of the teacher preparation program model?" is answered by a concise overview of the complete program which appears in the second part of this section.

RATIONALE

The primary task of a profession is relating disciplined organized knowledge to the solving of problems arising out of human needs. To accomplish this task, knowledge is drawn from many disciplines and is related to a specific problem; hypotheses are formed and are then tested in action. But which disciplines provide the appropriate knowledge to be related to the problem of preparing teachers to guide the development of young children in the elementary schools of today and tomorrow? Various considerations--published reports of research, views of educational philosophers, psychologist, sociologists, and anthropologists, literature from experts in these fields and in the field of teacher education--led the participants in this project to recommend grounding teacher education in behavioral science studies. A brief exposition of the principles underlying this recommendation is appropriate.

Professional Foundations

The term "foundations" is intended to denote coursework and related clinical and field experiences which constitute a teacher preparation curriculum and which are deliberately designed to undergird a teacher's professional decision-making. Use of the qualified term "professional foundations" is intended to denote an undergirding that consists of knowing how to relate various organized systems of concepts and methods of inquiry to practitioner behavior which will result in satisfaction of client needs, and which will generate further learning by the practitioner. Organized bodies of knowledge and methods of inquiry developed within the behavioral sciences (especially psychology, sociology, and anthropology) provide the professional foundations of this elementary school teacher preparation program model.

The professional foundations of the program have been centered on the behavioral sciences for two reasons:

1. The dominant task of all educational activity is to develop pupil behavior within various settings. The behavioral sciences provide the systems of knowledge and inquiry most relatable to this task.

2. A distinctive feature of empirical science as a way of acquiring knowledge is that it is self-corrective.

Systematic reappraisal of both output (organized knowledge) and methods used to produce that output (methodology) is followed by revision according to the findings of the reappraisal. Because of these two basic characteristics, the behavioral sciences suggest the development of a clinical behavior style of teaching (defined more fully below) which enables teachers to base their current practice upon available knowledge, to produce new information relevant to practice, and to revise practice on the basis of the new information as it becomes available.

Definitions of Salient Concepts

A few of the concepts which are pertinent to the professional and scientific context of the teacher preparation program model require specific definition. In some cases similar terms refer to different concepts in different professions; in other cases the precise meaning of a term has been obscured by careless usage. The following definitions apply to the particular and precise meaning the concept carries in this program model.

Simulated experiences-- When precise control of the presentation of problems and feedback is required, simulated experiences are often preferred to "real" experiences. In simulated experiences the behavior of the trainee is no less real, but the data upon which he acts and the responses which his activity elicits are more clearly defined than in "real life." The major advantages of simulation in professional training are these:

1. To allow for a more sequentially ordered progression of problems.
2. To assure that certain critical problems will be encountered--whereas they might not appear during unpredictable field experiences.
3. To provide repreated problem confrontation wherein the specificity of feedback can work toward the establishing of the desired behavior in the trainee.
4. To provide the same experiences in common for a group of trainees in order to establish a common base for discussion and evaluation.
5. To allow the design of feedback to the trainee to be based upon probabilities representative of larger samples.

Simulated experiences may be provided within the academic institution or as part of a series of field experiences.

Field experiences--Those instructional activities which take place in locations other than the college classrooms and laboratories are called field experiences. A field experience may differ very little from the typical activity of a college classroom, but in that it is off-campus it is arbitrarily classified as field experience. For example: a school superintendent comes to the college campus to discuss his schools with a group of students--this is not a field experience; several students go to the school district's board room to carry on a discussion with the superintendent--this is a field experience. (Experiences in a campus-based "laboratory school" would be called field experiences.)

In general, the designation "field" refers to either the elementary school (and pre-school) or some aspect of the organized community which relates to the school or to the teacher's understanding of the community's children.

Clinical experiences--The three distinct elements which characterize every clinical experience are:

1. The element of client relatedness--in which there is actual or simulated, direct or indirect experience with pupils.

2. The element of manipulation of instructional variables--in which the trainee is responsible for one or more of the pedagogical preparations or operations of an instructional setting.

3. The element of using feedback(learning from doing)--in which the trainee practices and evaluates in such a way as to improve the effectiveness of his service to the pupils.

Every trainee or practitioner experience which contains these three elements in a clinical experience, regardless whether the experience occurs on the college campus or in the field.

Clinical-- The above three elements interact to give clinical a connotation which is greater than the sum of the parts. In the context of professional training, clinical connotes the behavior style (or the gaining of a behavior style) appropriate to providing a professional service to clients in order to produce some intended change and in such a manner as to learn from the experiences.

Confusion about the meaning of clinical can be traced to four sources:

1. The field of medicine lays claim to the word and uses it in several peculiar ways.

2. The field of counseling uses the term in a special and stylistic sense.

3. The discipline of psychology uses the term to make an arbitrary distinction among its fields.

4. The field of education has begun recently to use the term interchangably with "laboratory" in the phrase "laboratory experiences" and interchangably with "field" as in "field experiences."

Because clinical is used in this report in a precise way that differs from common usage in education, further elaborations is necessary.

In modern teacher education discourse, the term "laboratory" has been used as a pseudo-scientific term to refer to the applied phases of a training program. Originally a laboratory school was an elementary or secondary school managed by a college of education in which educational changes were developed and tested. But as the need increased for settings in which teacher education students could have practicum experiences, colleges of education increasingly used available schools for providing practicum experiences rather than for developing experimental programs. The term "laboratory school" was retained, but it became synonomous with "applied setting" rather than "experimental setting."

Student teaching, since it is an applied experience, became known as a "laboratory experience," and is now becoming known as a "clinical experience." Emphasis is commonly placed on the supervisory component of student teaching as a clinical experience, while the conceptual analysis and evaluation components are regarded as auxiliary activities present only in ideal situations. In this teacher preparation program model, however, clinical experience refers only to those experiences where trainee or practitioner behavior systematically includes conceptual analysis and evaluation. Supervision will be important only to the extent that it enhances the components.

There is no case being made for the replacement of one bit of jargon with another. The teacher education concept defined and the training program described in this report use the term clinical means, as no other English word can, *that aspect of experience (and training) in which the practitioner or trainee encounters the problems presented by his clients in appropriate settings for intervention and change (development); and in which the practitioner's or trainee's orderly processes of dealing with clients in these settings generates within him further knowledge and skill.*

Please note in the foregoing definitions of *clinical experiences* and *clinical*, the special emphasis upon the fact that *clinical experience* not only provides service to the client, but provides further learning for the practitioner.

Professional-- The word professional has become a tool of the status seeker. Teachers would do well to avoid grouping themselves with the psuedo-professionals who use the term often and loudly in the hope of elevating social status and financial condition. What, then, is the meaning of the term as it is used in the teacher preparation program model?

Following the suggestions of Vollmer and Mills[1] the term *profession* shall be used to refer to an ideal type of occupational organization which will not be found in reality, but which provides the model of occupational organization that would result if an occupational group became completely professionalized. The model profession is located at specific points on several characteristic dimensions; to the extent that an occupational group shifts its location on these dimensions in the direction towards the location of the model, then to that extent the occupational group can be said to be moving towards becoming professional. Thus, the issue is not whether or not a given occupation is a profession, but rather where the group stands in relation to the model on specified dimensions.

Disregarding other dimensions such as rules of ethical practice, control over training and licensing, renumeration policy, and membership in formal organizations, this project defines *a* profession as a field of differentiated and complementary endeavor where the primary task is relating disciplined knowledge and specialized skills to solving problems arising out of human needs. The essence of professionality, then, lies in the relationships of organized knowledge to investigated needs.[2]

---

[1] Howard M. Vollmer and Donald L. Mills (Eds.), *Professionalization* (Englewood Cliffs, New Jersey: Prentice-Hall, 1966).

The issues for education as a whole and teacher preparation in particular concern selecting and organizing relevant knowledge and investigating human needs. These are the tasks of the teacher in the microcosmic sense, and of education in the macrocosmic sense. This report sets forth a concept of the profession of teaching in terms of the behavioral style of the practitioner.

Clinical behavior style --One important step in the direction of professionalizing education is the regularizing of the behavior of practitioners. A sturdy basis for this step already exists. Outstanding teachers commonly refer to "learning from experience"; the least criticized parts of current teacher preparation programs are those which provide for learning to teach by teaching. It is no accident that this is so; learning from experience is a particularly crucial capability which the professional must develop.

---

[2] This definition is similar to one proposed by Cogan after reviewing various definitions in the literature: "A profession is a vocation whose practice is founded upon an understanding of the theoretical structure of some department of learning or science, and upon the abilities accompanying such understanding. This understanding and these abilities are applied to the vital practical affairs of man. The practices of the profession are modified by knowledge of a generalized nature and by the accumulated wisdom and experience of mankind, which serve to correct the errors of specialism." (Morris Cogan, "Toward a Definition of Profession." Harvard Educational Review, 23: 49, Winter, 1953.

The importance of this theory-applied-to-practice dimension is also the highlighted in the various articles reprinted in the first chapter of the volume of professionalization edited by Vollmer and Mills, op. cit.

The variable nature of problems with which a professional practitioner deals requires a routine procedure or schedule of procedures which can be employed systematically to assure that:

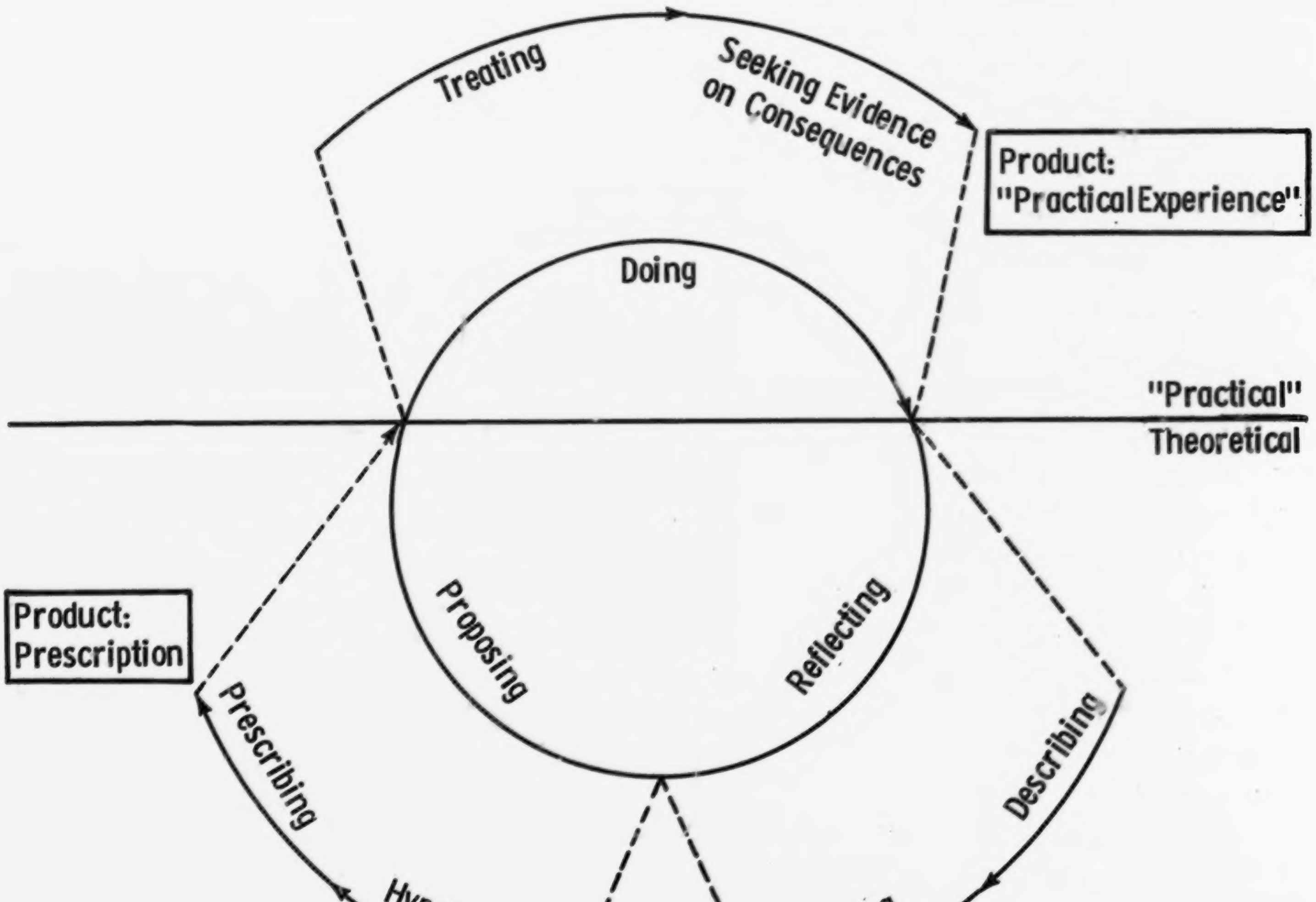
1. He is comprehensively describing each new problem.
2. He is analyzing the description into its important elements and interrelationships to produce a diagnosis.
3. He is relating available knowledge to the diagnosis to develop hypothetical solutions or treatments for the problem.
4. He is selecting and adapting the prescription for treatment which has the highest probability of success.
5. He has the skills needed to administer the treatment.
6. He is seeking evidence on the consequences of the administered treatment.
7. He is using the outcomes of this "practical experience" to augment or revise his own professional knowledge and skills by continually cycling through phases of proposing, and doing.

Such a schedule of routine procedures is a professional behavior style, specified in the teacher preparation program model as a *clinical behavior style*.

In other words, the term *clinical behavior style* denotes the particular and stylized set of behaviors and mental processes of a practitioner who has been specifically trained to utilize his client-related experience as a continuing learning experience through which it improves his skills and increases his knowledge.

The *clinical behavior style* paradigm appropriate for a professional teacher is a cycle of three phases, with each phase consisting of two basic types of activity:

1. The reflecting phase
   1. describing
   2. analyzing
2. The proposing phase
   1. hypothesizing
   2. prescribing
3. The doing phase
   1. treating
   2. seeking evidence on consequences


Treating
Seeking Evidence on Consequences
Product: "Practical Experience"
Doing
"Practical"
Theoretical
Proposing
Reflecting
Product: Prescription
Prescribing
Describing
Hypothesizing
Analyzing
Product: Diagnosis

As a professional practitioner reflects upon a clients-related problem he produces a diagnosis based upon comprehensive description and analysis; as he relates available knowledge to the diagnosis he proposes alternative hypothetical solutions , selects the solution most likely to satisfy the client's needs, and prescribes what must be done to achieve that solution; as he does what is necessary to administer the prescribed treatment he observes the effects upon the client, reflects upon his observations by describing and analyzing the changed situation, related available knowledge (including the original diagnosis) to the re-diagnosis, augements or revises skills or knowledge as necessary, prescribes additional treatment as necessary, etc. Whatever changes in knowledge or skills occur as a result of cycling the outcomes of "practical experience" through the theory-oriented phases of reflecting and proposing them become available for better serving future clients. Thus "learning from experience" moves up to become a professional strategy and characteristic style.

It should be noted here that a clinical behavior style is not equivalent to a research behavior style. The aim of the clinician is to produce systematic effective practice, not the systematic knowledge of the researcher. Two critical assumptions underlying the project are related to the concept of clinical behavior style and are treated as hypotheses in the research and evaluation accompanying the project. They are:

1. It is assumed that a teacher who has been trained to manifest a clinical behavior style will be better able than the teacher not so trained to establish a career of self-renewal and improvement as a teacher.

2. It is assumed that most teacher trainees can be taught to operate within a more or less sophisticated model of clinical behavior.

The behavioral context--A third basic assumption is to be added to the two listed above: It is assumed that selecting the curricular content of teacher education for its behavioral context will tend to produce in the trainee a bias toward content with relevance to the lives of pupils. The term behavioral context denotes a sort of global view of human affairs and the human condition in which relevant knowledge is defined as information, skills, and procedures which relate to the understanding of man and to meeting the needs of mankind.

Underlying the specifications in the teacher preparation program model is a commitment to the behavioral dimensions of teaching and teacher education. The emphasis on the behavioral context of teacher education reflects a considered judgment that to assure relevancy, teacher education programs must be oriented to what in fact teaching is. Much has been written and more said about the failure of schools to relate to the more important needs of youth in contemporary society. Since teachers, as individuals and as groups, have much to say about the elementary school curriculum, a way must be found to increase the teacher's sensitivity to the issue of relevancy. The most effective way, it is assumed, is to emphasize the behavioral context of the teacher preparation curriculum.

Several effects are expected:

1. Capitalizing on the tendency of teachers to teach as they were taught, the behavioral context of the program is expected to increase the teacher's ability to make content choices in terms of behavioral relevance.

2. The behavioral context in the liberal arts is expected to give the teacher a sensitivity to the relevance of the arts, philosophy and history to the better understanding of self and others.

3. The emphasis on behavioral context is expected to teach the teacher how to identify and relate content to contemporary and personal issues.

4. The behavioral context of the study of teaching is expected to establish in the teacher a more analytical and rational approach to instructional tasks.

The behavioral context is biased toward a view of learning as inquiry. On the other hand, there is a bias against unsupportable precept and arbitrary law. These biases do not categorically disqualify contributions from any established discipline. For example, history and historical and comparative philosophy and theology, insofar as they are inquiring fields, are part of the composite of the behavioral context.

The selecting of the curricular content of a teacher preparation program is, necessarily, a complicated venture. The problem is as it has long been, to distinguish within each discipline the degrees of relevancy among various elements of the discipline's content. Curricular decisions are often made by default, due to vague or conflicting criteria. In this program model one broad but definite criterion is followed: behavioral context or relevancy to the understanding of the condition and needs of self, society, and mankind. The behavioral context has been used also as a guide in the setting up of specifications and the selecting of experiences which have resulted in the experience modules.

Behavioral science--Viewed as a set of human behaviors, teaching becomes comprehensible through the study techniques of behavioral science. By behavioral science we mean those inquiries--their methods and their findings--which constitute reliable and valid sources of enlightenment about the human, his nature and his condition. Accepting "science" to mean the orderly inquiry and correlative amassing (organizing) of tested knowledge about the natural universe, its structures and its organisms, behavioral science delimits the meaning to man as a behaving creature, particularly emphasizing the interaction of man and environment, man and man--individually and in groups, in terms of intellectual and physical elements.

The term behavioral science is eclectic in that it cuts across a variety of established disciplines to denote those aspects that contribute basic empirical knowledge about the activities of men. Some of the disciplines which are of special interest to the behavioral scientist are psychology, sociology, anthropology, political science and economics, and various subdisciplines such as cognitive development, psychology of learning, social psychology, cultural anthropology and linguistics.

A behavioral view of teaching and the teacher is, on the surface, more concerned with what the teacher does than with what the teacher is. Deeper analysis establish relationships between what the teacher does and the causes of these behaviors; thus a behavioral view of teaching is concerned about the person of the teacher, his value system and his affective biases, in terms of the impact of these variables upon his teaching behaviors which, in turn, impact upon learners.

Inquiry into the behaviors of teaching--their roots and consequences in the minds and behaviors of men--constitutes a valid exercise for both the researching behavioral scientist and the student of behavioral science. The main goal of such inquiry by the scientist is the development of a conceptual structure, while the teacher's goals are client related. Certain techniques and attitudes of inquiry that characterize the several behavioral science disciplines are useful to the teacher, and they can be taught in an undergraduate teacher preparation program. Therefore a behavioral view of teaching based upon behavioral science becomes a salient concept of this program model.

Propositions

This teacher preparation program model both describes and illustrates through its own format what is meant by the phrase clinical behavior style of teaching. In the foregoing definition clinical behavior style was shown to be a cycling of six basis activities through three phases of proposing (hypothesizing and prescribing), doing(treating and observing consequences) and reflecting describing and analyzing. The rationale of this report represents the phase of proposing. Many of the opinions and beliefs (suggested by current theory, research, and experimental practice) which led to the development of this teacher preparation program model are stated briefly in the following list. Each opinion or belief is expressed in the form of a proposal made during the preliminary planning of this program model.

Concerning clinical behavior style-- It is porposed that an elementary school teacher can, through guided practice in his teacher preparation program, learn to use a clinical behavior style of teaching--and that he do so.

--that he be able to make efficient and effective decisions about the experiences needed by specific learners, the materials and activities that should be used in particular situations, and the appropriate organization of content. (The proposing phase of clinical behavior style.)

--that he be able to guide children in meeting the planned objectives through the use of his planned materials and activities. (The doing phase)

--that he be able to accomplish a meaningful evaluation. In other words, a trainee can learn to state explicity his objectives, describe what he did to attain the objectives, describe the objectives that were attained by his pupils, and systematically compare this information with available relevant knowledge. (The reflecting phase) He can also learn to apply the outcomes of this analysis to the planning of future objectives and expreiences. (Further proposing)

It is porposed that an elementary school teacher needs to be taught how to teach, not how to conduct research.

--that he have opportunity through simulated client contact and simulated environments to concentrate practice on specific behaviors and behavioral patterns.

--that he develop skill in integrating the methods of inquiry that have been developed within the various behavioral sciences and in using the resulting synthesis to improve his own educational decision making.

--that he, even though he is taught how to teach and not how to conduct research, be guided in developing his ability to understand reports of research and to relate the reported findings to his teaching practices. It is believed that more educational practices will be based on tested or testable knowledge if efforts to bridge the communications gap between researchers and practitioners are made from both sides of the gap.

It is proposed that an elementary school teacher have a genuine interest in learning about and in using competent learning and inquiry processes.

--that he have a genuine interest in teaching his pupils to understand and to use competent learning and inquiry processes.

--that he be able to prepare his pupils to live productively and creatively in the midst of change.

--that he be professionally knowledgeable enough to base his educational innovations on tested or testable information rather than on faddism.

--that he be prepared to modify his educational beliefs and practices throughout his career to take professional advantage of the changes in theories and methods of inquiry that must be expected to occur in the relatively young behavioral sciences.

--that he be able to distinguish between opinion and tested research, between tradition and scientifically developed theory.

It is proposed that an elementary school teacher be able to cooperate with other professionals in diagnosing accurately and precisely particular instructional situations and prescribing optimum instructional "treatment."

Concerning knowledge --It is proposed that an elementary school teacher be broadly educated in the natural, social and behavioral sciences and in mathematics, the humanities and the language arts.

--that he acquire the understanding needed to make intelligent decisions relative to current social problems.

--that he understand both structures of knowledge and methods of inquiry in various disciplines relevant to his professional activities.

--that he have more extensive knowledge and skills in those disciplines in which he teaches and in those areas of scientific disciplines applicable to understanding human behavior in educational settings.

--that he be able to understand major trends in the rapid change taking place in the various societies of the world.

--that he understand the school as a social institution in relation to other institutions in our culture.

--that he be aware of the manner in which other social organizations or institutions contribute to a child's education.

Concerning other aspects of the teacher preparation program model--It is proposed that a trainee, since teachers tend to teach as they have been taught, be exposed to the kind of professional teaching behavior he is expected to attain. In otherwords, the teacher preparation program must itself be a model of creative teaching, continual critical self-evaluation, disciplined inquiry and exploration, rational innovation, and professional cooperation among various disciplines and specialities.

--that he receive a guided and gradual introduction to teaching experiences and teaching responsibility.

--that he have early participation in teaching practices which will give him a more realistic basis for deciding whether he should pursue teaching as a career.

--that he have opportunity to get a view of various professional roles (in education) before making decision regarding career plans.

--that he be guided by professors who are able to construct individual sequences of coursework and clinical and field experiences adapted to each trainee's particular needs.

--that he have the advantage of a teacher preparation program in which optimum use is made of individual training sequences through an information management system; one that has a large memory whose bits of information are easily accessable and revisable.

--that his preparation program be widened by the school district-university arrangements which are necessary to promote continuing professional growth.

--that he be expected to enhance his professional skills and knowledge through in-service education.

--that in-service education will be more effective if it has continuity with pre-service training.

Support for the Rationale As Found in Selected Published Materials

Although appraisals of teacher education by both individual scholars (e.g. Conant,[3]) and conferences of scholars (e.g., Smith,[4]) repeatedly recommend liberal or general education with specialized education in a particular discipline or small set of disciplines as essential components of a teacher preparation program, a review of recent research on pre-service and in-service teacher education could not locate any studies directly relating these components to professional performances and impacts.[5] Current practices in teacher education have been analyzed and reanalyzed from standpoints of common sense and expert opinion and judgment, not from standpoints of integrated theory and empirical findings, Much intensive debate has been simulated and some changes have been implemented, but little change has been accompanied by a systematic conceptual framework and continual systematic evaluation.[6]

---

[3] James B. Conant, The Education of American Teachers, (New York: McGraw-Hill Book Co., 1963)

[4] Elmer R. Smith (Ed), Teacher Education: A Reappraisal, (New York: Harper & Row, Publishers, 1962)

[5] George W. Denmark and James B. Macdonal, "Pre-service and In-Service Education of Teachers" Review of Educational Research, 37: 233-47 June, 1967

[6] Nathaniel Gage, "Psychological Theory and Empirical Research for Teacher Education," in American Association of Colleges for Teacher Education, Freedom With Responsibility (seventeenth yearbook), (Washington, D.C.: The Association, 1964), 94-105.

Certainly tradition and expert pronouncement provide guidelines for action based upon cummulative wisdom. Yet if traditions and pronouncements are not subjected to empirical test, there is little opportunity for cummulative wisdom to grow. And deliberate empirical self-correction is conspicuously absent until one turns to the approach of science.[7] Since guidelines for action which include empirical self-correction yield more predictable and explainable outcomes, and since the behavioral sciences can now provide a few such guidelines for teaching practice and can promise many more as tested theory is developed, the search for rationale turned to the behavioral sciences. The hypothesis upon which the early work of this project proceeded can be expressed simply as follows:

First, since teaching involves changing behavior and attitudes within a social and cultural setting, behavioral science systems of concepts and methods of inquiry are relevant to developing effective instructional practices. Thus, elementary school teachers need to be taught to utilize relevant aspects of behavioral practice. Second, since behavioral science systems of concepts and methods of inquiry are relevant to developing effective instructional practices, they should be relevant to developing effective instruction within teacher education programs.

Information and methods of inquiry from the behavioral sciences are an important component in the elementary school curriculum. Kahn and Weiner[8] have provided some provocative 30-year projected trends of social development in the United States and the world which include such items as increasingly sensate cultures, increasing affluence and leisure, population growth, increasing capability for mass destruction, increasing tempo of change, and increasing universality of these multifold trends. The crucial issue facing man today is the question of how to plan the future so that man--the human spirit--will be master rather than slave. Kahn and Weiner state this ultimatum "...it is clearly desirable to have some concept of the alternative futures toward which policies may tend before the policies are formulated. Otherwise, points of no return may be passed without any conscious awareness that the panoply of choices is so great and the future so uncertain..."[9]

---

[7] Francis A. J. Ianni, Culture, System, and Behavior: The Behavioral Sciences and Education, (Chicago: Science Research Associates, Inc., 1967).

Fred N. Kerlinger, Foundations of Behavioral Research, (New York: Holt, Rinehart and Winston, 1964).

[8] Herman Kahn and Anthony J. Weiner, The Year 2000: A Framework for Speculation on the Next Thirty-Three Years, (New York: Macmillan Company, 1967).

The intellectual preparation most relevant to coping productively and creatively with such trends and problems appears today to rely heavily upon theories and methods of inquiry found in the behavioral sciences. Ianni[10] points out that, from a historical point of view, this focus of education on behavioral science is more renaissance than innovative. "The bond between education and the study of human behavior was first created in classical Greece, the birthplace of the spirit of Western civilization and of the intellectual elan of modern life. For it was an unshakable classical belief that man was worthy and perfectible--perfectible because, unlike other animals, he could follow reason, which he learned through study of himself and his world in philosophy and education. In other words, education or study was regarded as the primary human activity, the source of all rational behavior in man. Although Socrates, Plato, Aristole, and other scholars differed in their specific formulations, they agreed that the problem of human growth and behavior was the human problem; and this led them to explore both the nature of human nature and the means for elicting rational modes of behavior..."

"As bureaucracies spread rapidly and life in the cities became incresingly specialized, we came to view education as simply the practice of going to school in order to be successful in some 'practical' activity or to prepare for some occupation...

---

[9] Ibid., p. 357

[10] Francis A. J. Ianni, Culture, System, and Behavior: The Behavioral Sciences and Education, (Chicago: Science Research Associates, Inc., 1967), pp 16-18.

Today, looking to the past as well as to the future, we are proposing to seek perfection in all men everywhere, and education is once more the primary means to this end. It is poised expectantly but hesitantly on the brink of a reintegration of the two imperatives of contemporary American education; a fierce commitment to universality and equality, and a regeneration of concern for quality... "

"Given this perspective on the goals and means of education in contemporary society, the problem is not so much to justify the study of the behavioral sciences in education as to explain how they became separated, and to describe the historical context in which we lost the belief in education as the primary human activity. No matter which perspective we adopt, the image remains the same: education is the process of culture. The problem of education is the problem of culture and the problem of culture can be approached only through the study of man--a study we have described as the behavioral sciences."

Schwab[11] emphasizes a viewpoint of inquiry as being fluid as well as stable. He says that before the behavioral sciences can have the opportunity to bear fruit the public must become aware of scientific knowledge as an outcome of fluid inquiry as well as stable inquiry. Fluid inquiry produces temporary systems of concepts that being continuously restructured in contrast with stable inquiry which produces relatively discrete bits of information that fit into small gaps in a given conceptual structure. Fluid inquiry moves more or less intuitively among conceptual innovations and it is necessarily accompanied by uncertainty and failure as it seeks to discover more fruitful frameworks. All Scientific knowledge is accumulated through alternation of these two basic types of inquiry.

---

[11] Joseph J. Schwab, The Teaching of Science as Inquiry, (Cambridge: Harvard University Press, 1962).

Joseph J. Schwab, Biology Teachers' Handbook, (New York: John Wiley and Sons, Inc., 1963).

Most nonscientists hold a distorted view of scientific inquiry which causes them to over emphasize stable inquiry and to distruct fluid inquiry. Educational correction of this popular distortion is needed. The processes of fluid inquiry are essential to problem solving in the social or cultural area, where deliberately organized empirical observations are linked to conceptual frameworks, advancement of knowledge is centered on such organizations of observations, concepts, and their linkages, and accounting for error plays an essential role in the scientific activity. Fluid inquiry moves relatively intuitively among conceptual innovations and is expected to be accompanied by uncertainity and failure but with empirical self-correction operating to redirect the inquiry. Thus fluid inquiry operates in a peculiarly effective fashion to facilitate effective problem solving. Especially are the processes of fluid inquiry needed in the behavioral sciences where the richness and variety of phenomena studied permit several sets of systems of concepts and principles to be simultaneously related to the same empirical phenomena. It is hardly surprising that fluid inquiry dominate research in the behavioral sciences at the present time and can be expected to do so in the future.

Churchman[12] points out that implementation of social experimentation is the key social problem of our age. Since so little certainity can be associated with any conceptualization of social phenomena, social experimentation and social planning should not be entrusted entirely to so-called experts. In order to implement broad social experimentation and social planning, it is imperative that all members of society participate--at least by appreciating what is occurring. In order to appreciate scientific experimentation with social phenomena and to contribute to social planning, all members of society must learn to understand and appreciate the fluid nature of relevant inquiry.

---

[12] C. West Churchman, "Book Review: Computers, System Science, and Evolving Society, by Harold Sackman," (Science, 159: 965-966, March 1, 1968).

The considerations which support the presence of behavioral science content and methods of inquiry in the elementary school curriculum also support the presence of behavioral science content and methods of inquiry in the teacher education curriculum. Campbell's[13] recommendations to educational administrators are appropriate as a behavioral scientist's recommendations to teachers: "What I would like to emphasize...is the need for experimental research in which you go ahead, make changes, use your own best wisdom as to what needs to be done. Do it, but do it in a way in which you learn whether or not you have made a difference. Do it in such a manner that you can both share the results with other practitioners and at the same time improve the sad state of the social sciences by giving us experimental results to feed on. This is not research as a prerequisite to action but research in measuring the effects of action."

It is important to re-emphasize the point that preparation programs do not attempt to train every teacher to be a researcher. The emphasis is on preparing teachers to articulate their decisions within defensible conceptual frameworks, to act in accord with their articulations, to empirically observe consequences of their actions, and to evaluate those decisions in light of the feedback obtained.

Heidelbach and Lindsey[14] reviewed the professional education of teachers for the period of July 1966 - June 1967 and observed that although there is a growing trend toward basing training programs on research on teacher behavior,

---

[13] Donald T. Campbell, "Administrative Experimentation, Instructional Records and Non-reaction Measures," in Chandler B. J., et al, Research Seminar on Teaching Education, (U.S. Office of Education, U. S. Dept. of Health, Education, and Welfare; Cooperative Research Project No. G-011, 1963,), pp. 75-120.

[14] Ruth Heidelback and Margaret Lindsay (Eds.), Annotated Bibliography on Professional Education of Teachers, (July 1966-June 1967), (Washington D.C.: The Association for Student Teaching, 1968), p.6

"individuals engaged in systematic analysis and study of teacher education continue to call on teacher educators to admit a lack of empirical knowledge related to the preparation of teachers and to search systematically for answers to their problems."

Denemark and McDonald[15] point out that although increasing funds are becoming available for improving teacher education, large grants are generally aimed at program development and demonstration rather than at theory development and research, and that the final products are typically inadequately evaluated. Collier[16] presents an extensive critique of research methodology in teacher education which points out the generally poor design and analysis of the research that is attempted. Travers[17] states, "While considerable scientific research has been undertaken on problems related to those encountered in education, the impact of these results on teaching practice has been slight."

And in his conclusion that mere dissemination of research results to educational practitioners does not produce changes in their educational practices, Travers is supported by the various analyses and case studies.[18]

---

[15] George Denemark and James B. MacDonald, "Preservice and In-Service Education for Teachers," (Review of Educational Research, 37, June 1967), pp. 233-297.

[16] Raymond O. Collier Jr., "Some Strengths and Weaknesses of Research Methodology in Teacher Education," in Frederick R. Cyphert and Ernest Spaights (Eds), An Analysis and Projection of Research in Teacher Education, (U.S. Office of Education, U.S. Dept. of Health, Education and Welfare, Cooperative Research Project No. F-015,1964), pp. 123-148.

[17] Robert M. W. Iravers, "A Study of the Relationships of Psychological Research to Educational Practice," in Robert Glaser (Ed), Training Research and Education, (New York: John Wiley and Sons, Inc., 1962), p 527.

As one illustration of the gap between research and practice, consider the scientific impact of psychology upon educational practice. Travers [19] noted that three areas of psychology have had a major influence on education: Thorndike's experimental psychology, therapeutic or clinical psychology, and Gestalt psychology. With the exception of educational practices associated with use of materials and equipment,however, the influences have changed verbal behavior among educators much more than teaching methodologies.

In Barton and Wilder's [20] study of research and practice in reading the conclusion is reached that "reading researchers are largely untrained, and are doing part-time, one-shot research. Contact with other disciplines in infrequent. Research is voluminous, but of poor quality and noncumulative." Lazarsfeld and Sieber's [21] study of educational research as a discipline suggests that this problem is not unique to reading research and practice. Their study showed that much educational research in the university is done by individual scholars not attached to research bureaus, or by independent organizations outside the university setting (e.g. Educational Testing Service), which tends to produce islands of isolated findings rather than comprehensive cummulative theory. Furthermore, "social bookkeeping" is often confused or combined with research; i.e. emphasis is placed on service activities aimed at collecting information for local rather than for comprehensive and systematic theory construction.

---

[18] Matthew B. Miles (Ed.), Innovation and Education, (New York: Bureau of Publications, Teachers College, Columbia University, 1964).

[19] Robert M. W. Travers, "A Study of the Relationship of Psychological Research to Educational Practice," in Robert Glaser (Ed), Training Research and Education, (New York: John Wiley and Sons, Inc., 1962), pp 525-558.

[20] Allen H. Barton and David E. E. Wilder, "Research and Practice in the Teaching of Reading, A Progress Report," in Matthew B. Miles (Ed.), Innovation in Education, (New York Bureau of Publications, Teachers College, Columbia University, 1964), p. 397.

[21] Paul Lazarsfeld and Sam D. Sieher, Organizing Educational Research: An Exploration, (Englewood Cliffs, N. J. : Prentice-Hall, Inc., 1964).

Cronbach[22] urges that university personnel be disassociated from development and dissemination activities, which require time and skilled personnel urgently needed for the higher priority tasks of doing scholarly research and training scholarly researchers. He further argues that premature dissemination is actually harmful to education because it requires the disseminator to become a persuader rather than an inquirer, and because if successful it builds up vested interests which tend to discourage further inquiry and change based on later advances in knowledge.

This recommendation can hardly lead to practitioner behavior based on tested or testable knowledge.

Bridging the gap between research and practice is essential to education as a profession, but the problem is complicated by the specialization of language used by researchers. To systematize knowledge, particular phenomena of interest must be described and several principles must be produced and verified which explain and predict these phenomena. Initially, natural languages are used to describe, explain, and predict phenomena; but to achieve more comprehensive and precise knowledge it becomes necessary to gradually replace them with specialized abstract languages. The fact that the concepts and their interrelations within the specialized languages bear little resemblance to concepts used in natural languages has at least two important consequences for professional practitioners.[23]

---

[22] Lee J. Cronbach, "The Role of the University in Improving Education," Phi Delta Kappan, 1966, pp. 539-545.

First, the periods of formal pre-service and in-service intellectual training required for professionals to attain and maintain competent levels of skills are increased. Practitioners can acquire and implement new skills most effectively with some understanding of how they fit into the underlying theoretical structures, which requires some guidance by the theoreticians who developed those structures. The amount and type of guidance is, of course, dependent upon the theoretical sophistication of the practitioners; reading a technical paper may be sufficient for some, while extensive participation in a formal educational setting may be necessary for others.

Another important consequence of the development of knowledge relevant to a profession is the evolution of theoretical and research specialists. The construction of systematic theory becomes a fulltime occupation requiring the development and utilization of skills which are different from and may be incompatible with those required for best serving clients. As researchers and theoreticians develop more comprehensive theories, they become less able to communicate their descriptions and explanations of phenomena to this practitioner who is not well acquainted with abstract language and empirical procedures used to develop those theories. If researchers and practitioners come to be at odds with one another because of communication difficulties, progress toward more sound practice based on defensible knowledge is slowed, halted, reversed.

It is clear today that educators are struggling with their dichotomization into researchers and practitioners. Researchers tend to publish their findings for researcher audiences rather than for practitioner audiences. They are reluctant to suggest specific detailed implications for practice until more evidence can be gathered, limiting their implications to methodological or theoretical matters. Moreover, they are reluctant to explain in detail why they are hesitant to suggest practical implications leaving practitioners with a feeling that researchers don't provide anything of value to them, and since so much uncertainty abounds among researchers they probably will never provide anything of much value to them.

---

[23] Ernest Greenwood, "The Lements of Professionalization," in Howard M. Vollmer and Donald L. Mills (Eds.) Professionalization, (Englewood Cliss, New Jersey: Prentice-Hall, Inc., 1966), pp 9-19; (Reprinted from "Attitudes of a Profession," Social Work, 2:44-55, July, 1957).

Thus the practitioner is left to determine the implications of research-based knowledge, with little understanding of the language and procedures used to produce that knowledge. The pleas for researchers to write about their findings in everyday language is not satisfiable: specialized abstract languages were developed for description and explanation because everyday language was found inadequate. Suggestions that practitioners become conversant in the specialized languages are resisted by practitioners as being impractical: they have neither the time nor the desire (and sometimes neither ability nor temperament) to become theoreticians and researchers.

Practitioners do seek guidelines for practice; in the absence of definite guidelines provided by researchers they tend to rely on less articulate sources of knowledge such as tradition or personal experience, fellow practitioners, administrative or philosophical authority, or promotional advertising. Practitioners who use such sources are apt to adopt practices which would not be supported by research consensus and are likely to rationalize those practices rather then scrutinize them in order to appear "professional" before various segments of the community. But being professional includes basing practice on empirically tested theory, along with continual reappraisal of theory.

It is, therefore, necessary to improve communication between educational practitioners and researchers. One of the propositions mentioned earlier in the rationale urged that efforts to bridge the gap be made from both sides. Teacher preparation programs working closely with researchers in various disciplines of the young and growing behavioral sciences can accomplish great improvements in communication.

Recently teams of behavioral scientists representing various disciplines have begun to examine major social problems. As systematic interrelationships are explored in more detail, the possibilities for more comprehensive theories of behavior are enhanced. As theories of behavior become more comprehensive; as it becomes possible to explain and predict behavioral outcomes in situations with many biological, psychological, and cultural variables operating simultaneously, then behavioral theory becomes still more useful to to the educational practitioner. For example, Taylor and associates[24] sketch five perspectives for viewing educational programs based upon a variety of behavioral research findings:

1. A view of educational programs as the development of all the nation's important human resources. This view utilizes research and theory from the core behavioral sciences and from allied disciplines such as economics and political science.

2. A view of educational programs as preparation of individuals to be economically productive.

3. A view of educational programs as the development of self-understanding and self-awareness. This view relies heavily upon findings in psychology and sociology, and to some extent findings in anthropology.

4. A view of educational programs as changes in student behavior and thinking related to teacher activity. Psychological theory and research provide the main support for this perspective, with some assistance from other behavioral sciences.

---

[24] Calvin W. Taylor; et al, Development of a Theory of Education from Psychological and Other Basic Research Findings, (Cooperative Research Project No. 621, U.S. Office of Education, 1964).

5. A view of education as practice based upon research and development in the behavioral sciences. Taylor and his associates emphasized this perspective as the one most urgently requiring attention. It is, as the rationale repeatedly reveals, this perspective upon which the teacher preparation program model is based.

UNDERGRADUATE TEACHER PREPARATION PROGRAM MODEL

A teacher preparation program built upon tenets discussed in the "Introduction" and "Rationale" demands an interdisciplinary approach organized around the behavioral sciences. Each branch of knowledge contributes its own unique content, approaches, and modes of inquiry to the total program and as a result the teacher-trainee experiences the comprehensive character of organized knowledge as it relates to human behavior.

The undergraduate program model is organized into five major curricular areas:

--Clinical Experiences

--General-Liberal Education

--Scholarly Modes of Knowledge

--Professional Use of Knowledge

--Human Learning

MODULAR EXPERIENCE ORGANIZATION

Explicit content and instructional recommendations for implementing these areas are presented as short, single-purpose experiences or modules. Each experience module is designed to assist in accomplishing a particular behavioral objective. Experience modules are short. They are specific. They are readily adaptable to individualized instruction and varied student pacing. Examples can be seen in Sections III through VII.

The experience modules in this program model are grouped into clusters which, for purposes of administration and communication to the academic community, are described as "components" with quarter-term credit weightings. (While these "component" designations are not integral to the program, they facilitate the adoption of all or part of the program by educational institutions with quarter or semester credit-hour arrangements.)

The particular values expressed through this teacher preparation program demanded a way to construct, select, and alter the curicular structure in short, explicit segments. Four of these values are:

1. The value of specifying behavioral objectives.
2. The value of precise description of instructional experiences.
3. The value of multiple-path programming to provide for the specific needs of different trainees.
4. The value of providing for curricular change through continuous, testable, small-scale alterations rather than in sporadic general upheaval.

Each experience module is written and filed in a uniform manner. It consists of a description of the intended learning experience, the purposes which the experience is designed to serve prerequisite learnings which permit the trainee to make best use of the experience, suggested ways of evaluating the achievement of the intended learning, and a set of logistical recommendations for the management of the program. One of these modules, and the interpretations of the various symbols used with it are reproduced on the following page as a guide to reading modules. A more complete description may be found in Section X.

The experience modules presented in many areas of the program model are adequate for the implementation of the curriculum. In other parts of the model a group of experience modules has been written as an example of the implementation that can be developed. Implementing institutions can easily use the experience modules as they are presented in this program model or they can design their own. It is expected that the

Line number
(digits 6-8)

Unique module number
(digits 1-5)

```
*OBJECTIVES    1.  TO BE ABLE TO ILLUSTRATE AND/OR DEMONSTRATE SUBJECT   02499 20
               MATTER TO PUPILS BY EXTEMPORANEOUSLY PROVIDING RELEVANT   02499 21
               EXAMPLES.                                                 02499 22
*PREREQUISITE 2498                                                       02499 23
*EXPERIENCE    1.  THE TRAINEE WILL VIEW VIDEO-TAPED EPISODES OF STUDENTS02499 11
               ASKING QUESTIONS WHICH REQUIRE ILLUSTRATIONS AND/OR       02499 12
               DEMONSTRATIONS OF SUBJECT MATTER.  2.  THE TRAINEE WILL   02499 13
               EXTEMPORANEOUSLY RESPOND TO THE QUESTIONS IN A TAPE-      02499 14
               RECORDER, PROVIDING RELEVANT EXAMPLES TO ILLUSTRATE AND/OR02499 15
               DEMONSTRATE THE SUBJECT MATTER TO THE PUPILS.  3.  THE    02499 16
               INSTRUCTOR WILL PROVIDE FEEDBACK REGARDING THIS TAPED     02499 17
               PRACTICE TEACHING EPISODE.  THE EVALUATION WILL BE BASED  02499 18
               UPON THE CREATIVE OF RELEVANT EXAMPLES.                   02499 19
*SETTING       SMALL GROUP (1-12 STUDENTS)  COLLEGE                      02499 10
*MATERIALS     1.  VIDEO-TAPED EPISODES OF STUDENTS ASKING QUESTIONS     02499  5
               WHICH REQUIRE THE EXPLANATION OF RELEVANT EXAMPLES TO     02499
               DEMONSTRATE OR ILLUSTRATE.  2.  TAPE EQUIPMENT.           02499
*LEVEL         ALL GRADES                                                02499  8
*GENERAL       ALL CANDIDATES                                            02499  7
*HOURS         1/2                                                       02499  6
*EVALUATION    INSTRUCTOR≤S JUDGMENT.                                    02499 24
*FILE          BLANK. BEHAVIORAL STRATEGIES, ILLUSTRATING SUBJECT MATTER 02499  9
```

<u>Level</u> -- For pre-school teachers; grades 1-4; grades 5-8; all candidates
General -- General Classroom Teacher, Subject Specialist or both
Hours -- Approximate time for student to complete experience
File -- Index terms under which this module filed

experience modules presented in this program model are more apt to be seen as indications of the sorts of experiences which the implementing faculty should design for itself. This interpretation is both respected and encouraged. It is contended by the designers of this program model that participation of a faculty in the selection, design, evaluation, and redesign of the experience modules is requisite for the complete local implementation of any professional preparation cirriculum.

This curricular organizational plan of a few major areas developed by many short, single-purpose experience modules assures great flexibility in implementation by teacher education institutions and yet provides sufficient detail for specificity. Each module can be tested and modified, deleted, or expanded. The sequence of modules within a cluster can be rearranged to permit an infinite variety of situations. The sequence of clusters can also be changed. While a specific organizational plan is projected, several alternatives are suggested which may in turn catalyze yet other possible arrangements.

The flexibility of the curricular organization is matched by the responsiveness of management. An evaluation--program development---management system supported by a computer-based information retrieval system is built into the program to expedite change and improvement in the teacher education program.

GENERAL-LIBERAL EDUCATION

A broad, basic core of general-liberal education, designed to foster individual fulfillment and to prepare citizens for participation in our democratic society, is necessary in teacher preparation. The objectives of this area are:

1. To understand the role language plays in a society.
2. To comprehend the physical and biological aspects of the world and universe and their constructive social force.

3. To understand society and differing cultures, both in the United States and abroad.

4. To enhance sensitivity to one's own role in modern societies.

5. To grasp relationships as expressed in mathematics.

6. To conceptualize the potentialities in man's historical past and in the transient, uncertain present.

All these objectives serve the purpose of a higher objective: to relate the student's knowledge to the study of human behavior.

Rather than providing a series of survey courses, this model proposes a basic core of general-liberal education experiences which emphasize the contributions the various disciplines of liberal arts and sciences make to an understanding of man, his behavior, his ideas, his society, and his world. The intent is to help prospective teachers develop the basic analytical skills which are prerequisite for making intelligent decisions about current societal problems. Provision is made for students to become active participants in formulating relevant educational structures which bridge personal experience and curriculum content.

The General-Liberal Education area is divided into three components: humanities, social science, and natural science. A Modes of Inquiry Seminar focuses upon similarities and differences among the problem-solving techniques of various disciplines. Detailed specifications for each of these subdivisions may be found in Section IV of this report; a brief description of each follows.

Humanities

The principle characteristic of the humanities is the involvement of the student in questions of value such as: "What is man?", "What is the good, the true, and the beautiful?", and "What should man live for?" The selection of content, the exercise in basic skills, and the module organization are designed to promote an understanding of human behavior in humanistic terms. The student begins his study of humanities with a workshop laboratory experience in the disciplines of literature, art, and music. After exposure to the way in which a writer writes, an artist designs, and a musician composes, the student is ready for an integrated study of the humanities.

In a subsequent series of experiences the student explores the basic issues of western man, classics of the west, and the American Quest. Each part includes some materials required of all students and a series of alternative assignments and experiences from which a student may choose portions of his program. These alternatives are not offered as random options, but are designed to give depth of experience in equally relevant materials. Through readings, both primary and secondary, the student struggles with humanistic problems. By writing essays, keeping a journal, and discussing in class he communicates his own response and thoughts. Analysis of contrary points of view on basic issues provides opportunities to differentiate between ideas, to contrast and compare arguments, and to construct a personal position on certain issues.

Exposure to the thoughts, institutions, and arts of the non-western world expand the student's view by sensitizing him to cultural biases. While the cultures of Africa, India, and Southeast Asia are envisioned as relevant to the program, only the Africa sequence is included in this model and is intended to serve as a paradigm for this phase of the program.

Social Science

The social science component introduces the student to the nature of the social science disciplines including geography, anthropology, sociology, political science, and economics. These fields are represented as systems. Geography, for example, is represented as a fundamental ecological system, anthropology as a cultural system, sociology as a social system. Through a carefully structured sequence of experiences, the decision-making modes of social scientists are explored, and students are provided an opportunity to employ these decision-making processes in real and simulated situations. Experiences are designed to sensitize the student to the possibilities that lie in the use of these skills. The student becomes aware of the interactions among social forces and their impact on education.

Natural Science

The natural sciences and mathematics have contributed greatly to man's understanding of his universe and his relationship to other organisms and objects he perceives as existing. Western thought, in particular, has been influenced by the development of logic and mathematical proof and by the accumulated data from which science induces the evidence for a law. The first two modular clusters in this series draw heavily on a historical view of man's concept of the universe and of his theories concerning his own role. The final cluster presents an overview of mathematics, emphasizing the unique contribution made by students of patterns and relationships between science and man. The central theme of this component is the effect upon our culture by the natural sciences and mathematics.

Modes of Inquiry Seminar

The necessary fragmentation of man's total cultural accomplishment into disciplines and clusters of modules can leave the student breathless and bewildered. In addition, the unevenness of first contacts and the order of events often make difficult the job of seeing the common aspects in all scholarly endeavors and particularly in one's own role as a student. Teachers, perhaps more than other citizens, should be lifelong students who enthusiastically seek new ideas and intellectual stimulation. They need, therefore, to learn to use effective forms, or modes, of scholarly inquiry.

A modest attempt to meet this significant need is inadequate. One must boldly proclaim that it is worth doing, that it can be done, and then plan and carry out a meaningful exercise in learning. This aspect of the program would not be constant nor fixed; seminars, symposia for students, and faculty presentations are all part of the arsenal.

Some questions to be attacked include"What is education?", "How do we think?", "What is worth living for?", "How do you feel about culture?". Speakers may present these views to be challenged by students or other speakers. In all cases varying view-points from members of the faculty, from students, and from visiting scholars would be exposed.

SCHOLARLY MODES OF KNOWLEDGE

The content used in the study of Scholarly Modes of Knowledge integrates with the third major curicular area which is concerned with Professional Use of Knowledge. Scholarly Modes of Knowledge differs from General-Liberal Education in two essential ways: the content included in Scholarly Modes of Knowledge is more directly applicable to teaching in the elementary school, and the modes or styles of inquiry of scholars are stressed. While General-Liberal Education provides the foundation for a life-long search for meaning and values, the study of Scholarly Modes of Knowledge opens the door to disciplined inquiry into those areas related to the elementary school curriculum. The component parts of the major curricular area, Scholarly Modes of Knowledge, are social science, natural science, mathematics, fine arts, linguistics, communication, and literature for children. A detailed set of instructional specifications for each are included in Section V; a brief description of each follows.

Linguistics

The basic goals of the linguistics component are:

1. To explore the nature of language as it has been determined by linguistic research.

2. To distinguish facts from emotionally-based or culturally-determined views about language.

3. To investigate those results of contemporary research on the grammar of English which are directly relevant to the student's future role as an elementary school teacher.

The component includes five sections:

1. Basic concepts
2. The phonological system of English
3. English morphology, semantics, and the lexicon
4. English syntax
5. Regional and social dialects of American English.

For each section, in addition to lectures and group discussions, the student is involved in independent work concerning the relationship of the theoretical material to the stages in children's acquisition of language and to the teaching of reading, spelling, and grammar in the elementary school.

Communication

Emphasis is placed on verbal and non-verbal communication patterns. Simulated experience with cross-cultural contacts aids the student to better understand himself and his feelings toward others; and as he increases his understanding of self and others, he is expected to analyze his encoding and decoding of messages and his choice of channels. These experiences are not simply "speech", or the sending aspects of communication, but involve message reception and decoding as well. The affective domain is tapped as students explore their own reactions to simulated episodes. A key behavior sought is the ability of the prospective teacher to analyze communication events and patterns and to relate these to his work as a teacher.

Literature for Children

The study of literature for children combines the literary arts and the graphic arts. Emphasis is placed on the characteristics of the genres of literature and on the media and styles of art used by artists to illustrate children's books. Considerable attention is given to the study of the techniques and materials that the teacher can use to create an environment in which children can grow to enjoy and appreciate excellent literature. Students also explore many other uses of literature by children and the probable effects of literature upon children.

Fine Arts

The fine arts component is considered in three aspects: art, music, and dance and drama. Emphasis is on the respective mode of perception and creativity of each area: visual, aural, and motor. Teaching art values, concepts, and productive behavior in children forms a basic concern in the program. The tangible objects of art are subjects of aesthetic evaluation as well as the end products of a disciplined process. The student manipulates materials from which works of art are constructed.

The aural mode of perception is encouraged through music. Experience in listening to both familiar and unfamiliar musical forms assists students in developing a tolerance toward all forms of musical expression.

Dance and drama provide an opportunity to respond aesthetically through the use of the whole person. The bodily form of expression and communication in dance and drama provide the future teacher with experience in objectifying in motion inner feelings and thoughts. Such experiences are designed to make him more aware of the symbolic character of physical motion, an awareness which can increase his sensitivity to children and their play.

Social Science

The social science component is devoted to social science theory and research. Emphasis is placed on the interaction that takes place between personality and basic social systems. How, for example, does an individual affect the society of which he is a part? What role does society play in the life of the individual? A theme followed throughout this study is the nature of conflict involved in these interactions and the resultant decision-making process.

Science

Natural Science experiences are designed to develop the prospective elementary teacher's competency in the use of ideas and materials appropriate to elementary school science. Examples are taken from geological, biological, and physical sciences. Though certain modules are required of all students, optional experiences are also available.

Much of the component can be handled through directed independent study using an auto-tutorial approach. The laboratory then becomes integral to a variety of independent activities. In such an arrangement, students complete during each term approximately ten required and ten optional laboratory-based packages.

Mathematics

The need of a basic background for teaching elementary school mathematics directs the choice of content and the method of approach in this component. The foundations of arithmetic, algebra, and geometry form the basic core. Experiences in the area, Scholarly Modes of Knowledge, are interrelated with those in the area, Professional Use of Knowledge, and in the clinical components. Thus, as the student learns mathematical content through lectures or directed independent study, he can practice the concept immediately in a mathematics laboratory, consider the implications for professional use, and employ his knowledge in a field setting.

PROFESSIONAL USE OF KNOWLEDGE

The area, Professional Use of Knowledge, provides the prospective teacher an opportunity to learn how to translate knowledge into educational action in classrooms and communities. Building upon General-Liberal Education, and the study of human learning and integrating with the work done in Scholarly Modes of Knowledge, this area focuses upon the study of instructional strategies with particular emphasis on the specific content included in the elementary school. Simulated and live contact with elementary-school-age children is planned.

Experiences in the component areas of reading, language arts, social studies, science, and mathematics are summarized below, and detailed specifications are provided in Section VI.

Reading

The reading component is organized into nine sections. The first six sections develop competencies related to the teaching of basic developmental reading skills and are required of all students--although differentiated experiences are planned within each section for the various teacher specialists. The seventh section is a specialized series of experiences focusing on the teaching of readiness and beginning reading and is required of all students preparing to teach nursey school, kindergarten, grade one, or grade two. Section eight is a specialized series of experiences focusing on the teaching of reading in grades three - eight, particularly in terms of reading in the content areas and recreational reading. Section eight is required of all students planning to teach grade three -eight. Section nine is a seminar which accompanies the internship experience. All sections of the component are designed to develop knowledge, comprehension, application, and analysis of the techniques used in the teaching of reading and to build in teacher-trainees a value system which will guide their use of the accumulated cognitive learnings about reading instruction.

Language Arts

The language arts component is focused on the skills involved in listening, speaking, writing, and the supportive tool skills of spelling and handwriting. The strategy for studying these skills includes an examination of the objectives, instructional procedures, and evaluation techniques for each of the language arts through analysis of several programs in existing elementary schools. This examination will be filtered through the study of affecting variables such as socio-cultural, environmental and personal-professional influences to permit the examination of language arts to be both analytically descriptive and prescriptive.

Social Studies

Responsible, informed decision-making is the dominant theme pervading the social studies component. This theme is developed in two ways: by sensitizing undergraduate students to the range of decisions they are likely to encounter as teachers of the social studies and by giving them actual experiences in making these decisions. The decisions envisioned affect not only the day-to-day tasks of the social studies teacher, but more importantly, they affect his relationship with other teachers, the school administration, pupils and their parents, the neighborhood, the local community, the nation, and other nations of the world. This complex network of pedagogical and personal decisions is so closely interrelated as to defy precise analysis. Certainly a teacher does not leave a portion of his "self" outside the door of his classroom waiting to be retrieved at the end of the school day. In one way or another, the sum total of his personality reaches expression in his teaching. His attitudes toward the learning disabilities of disadvantaged pupils, his concepts of the school as an agent of social change, the levels of aspiration he establishes not only for his pupils but for himself--these are but a few of the areas of decision making that give meaning and direction to the social studies.

A wide variety of instructional settings provide the foci for teaching decision-making to prospective elementary teachers. These include actual and simulated experience in elementary classrooms, micro-teaching, self-study projects, and many different kinds of laboratory and field experiences.

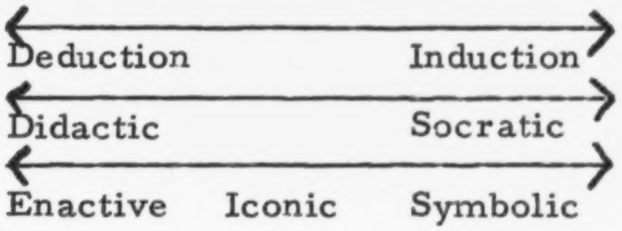
Science

Prospective teachers of elementary science at this point embark upon a series of modular experiences designed to implement the concepts gained from the study of scholarly modes of knowledge and to develop meaningful patterns of classroom activity. By means of auto-tutorial, and small and large group approach, students are involved in a multi-dimensional study of elementary science philosophy, curricula, methods, skills, materials selection, media utilization and evaluation techniques. The professional appraisal of procedures of scientific inquiry, attitudinal change, and experimental design necessarily reflects societal as well as technological issues and problems.

Mathematics

The study of this component, mathematics, gives the preparatory elementary teacher an opportunity to translate the mathematics learned in Scholarly Modes of Knowledge into mathematical concepts and skills for elementary pupils. The teacher becomes aware of the instructional dimensions to be considered in planning for related clinical activities. These dimensions are illustrated by the following continua.

Instructional Dimensions



HUMAN LEARNING

Specific study of human learning occurs twice in the undergraduate program. Exploring human capacity for learning, understanding environmental systems, and inquiring into cognitive development are the three basic behavioral areas which planned educational experience must bring into interaction. The first contact with systematic study of human learning occurs early in the prospective teacher's undergraduate program. Various approaches to the problems of learning and human development are explored. The issues in learning theory and research are examined as a means of explaining the impact of environmental systems on a teacher's decision-making processes. This first experience thus provides a basis for further study and professional growth.

The second experience in the study of human learning occurs during the senior year, concurrent with internship. At this time the intern studies the environmental systems which influence the growth of the human being and with which the educational process must be concerned. It is assumed that an elementary pupil lives in a series of environmental systems:

1. His own internal environment

2. The environment created by the family

3. The environment created by the school

4. The environment created by the community

5. The larger cultural environment consisting of elements and forces from the national and international arenas.

The more skill and perceptivity that can be developed in analyzing positive and negative elements within these several environments, the more sophisticated response the educational worker can make in diagnosing and developing the behavioral competencies of the pupil.

The general purposes of this second area of human learning study are to enable the teacher-intern:

1. To perceive the school as a social institution with present and future relationships to other major institutions of our culture and of selected other cultures.

2. To utilize such basic concepts as stratification, role, status, and prestige as tools of analysis for clearer understanding of classroom, faculty, institutional and societal situations.

3. To understand the potential and actual contribution of non-school agencies to curricular experiences of young people.

4. To formulate a meaningful relationship among the many factors which influence the pupil's development.

With increasing urbanization in American society and a changing cultural orientation, tools of inquiry in analyzing societal forces and experience in using the tools of inquiry in actual situations are important assets to teachers. As one experience toward mastering the use of the methods, concepts, and principles of environment investigation, students make an analytical study of their teaching community during internship. Specifications for this and other experiences are included in Section VI.

CLINICAL AND FIELD EXPERIENCES

Clinical experiences are:

1. client related
2. include manipulation of instructional variables
3. include the element of feedback so that improved instruction occurs.

The above three elements interact to give clinical a connotation which is greater than the sum of its parts. In the context of professional training, clinical connotes the behavior style(or gaining of behavior style) appropriate to professional service. The six basic activities that comprise the clinical behavior cycle of decision making include describing, analyzing, hypothesizing, prescribing, treating, and observing consequences. The last activity, oberving consequences of the treatment administered, in turn leads to the first, describing the changed situation, to begin a recycling of feedback.

To develop and expand a prospective teacher's facility in employing a clinical behavior style in teaching, progressive intensity of a pre-professional contact with children and schools is built into the preparatory program. Clinical procedures are analyzed and practiced through both simulated and actual situations.

Five sets of clinical and field experiences are described herein; detailed specifications are presented in Section III.

Tutorial

Early experience with children in a teacher education program is deemed important for reality testing purposes. During the first two years of college, the student works in one or more child-related roles. During this period he might work with children as an assistant elementary teacher, at the local YMCA, in a children's hospital, in Head Start programs and other pre-school programs, in a settlement house, summer camp, or scouting programs. Purposes of this experience include:

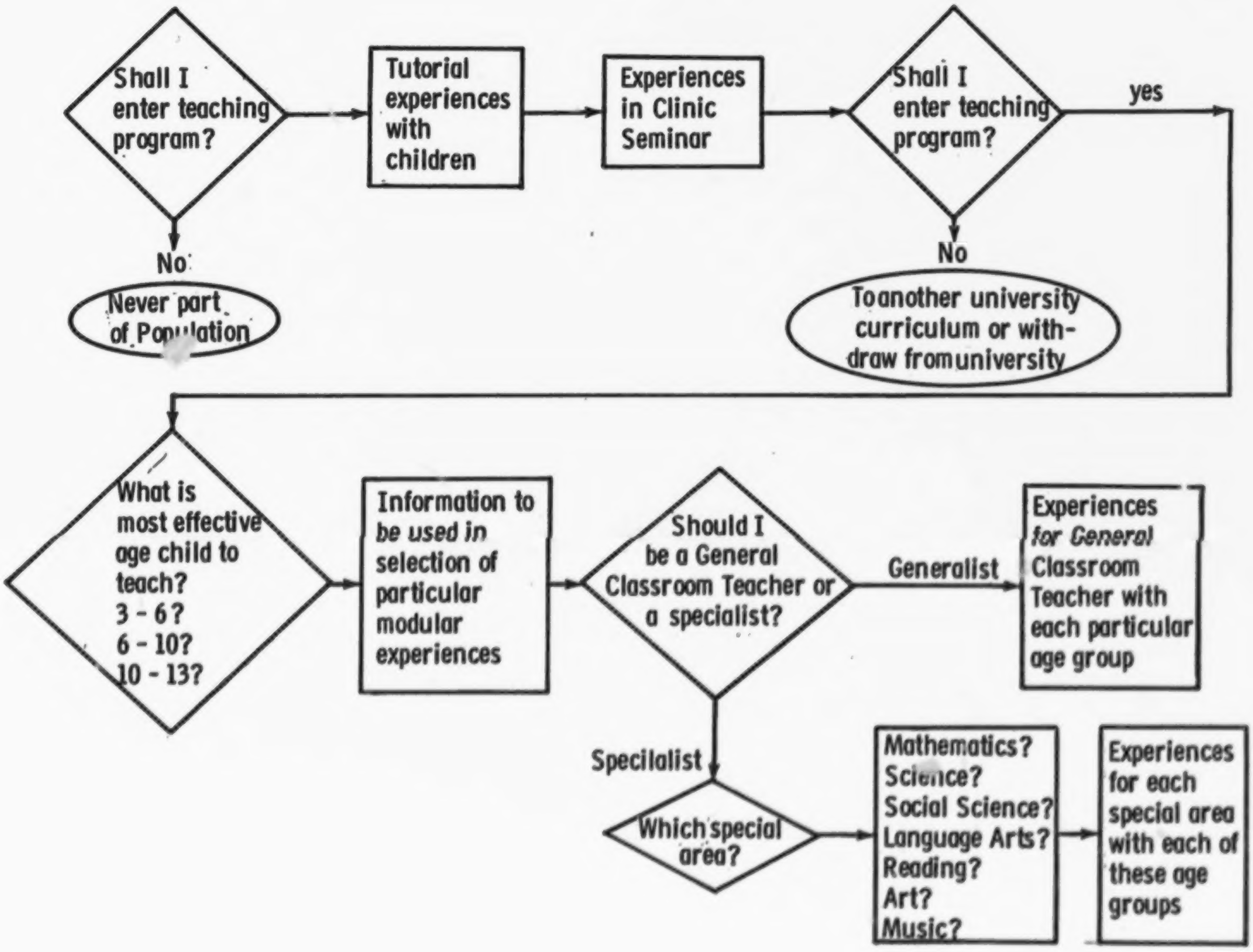
1. role identification
2. self-screening
3. reality testing of children-models
4. sensitivity training
5. general awareness of people--their hopes, dreams, and ways of acting.

Career-Decision Seminar

The general purpose of this seminar is to aid prospective teachers to make adequate decisions concerning four questions:

1. Should I prepare to become a teacher?
2. If so, what general age children am I most likely to be effective with?
3. Do I prefer the activities and role of a general classroom teacher, or should I specialize in a subject area?
4. If I choose to be a subject specialist, which area is most suitable?

Since many facets of the curriculum are tailored according to the particular interest of teacher-trainees, an early decision supports a more precisely focused program. This decision seminar is designed for students completing their freshman year or beginning their sophomore year. While decisions are made at this time are not binding, change at a later time would require some restructuring and redesigning of a student's program. Following the seminar some students may transfer to the Associate Teacher Curriculum or to another program in the university. The flow of the four questions a student responds to during the decision seminar can be diagramed as follows:



Shall I enter teaching program?
No
Never part of Population
Tutorial experiences with children
Experiences in Clinic Seminar
Shall I enter teaching program?
yes
No
To another university curriculum or withdraw from university
What is most effective age child to teach? 3 - 6? 6 - 10? 10 - 13?
Information to be used in selection of particular modular experiences
Should I be a General Classroom Teacher or a specialist?
Generalist
Experiences for General Classroom Teacher with each particular age group
Specilalist
Which special area?
Mathematics? Science? Social Science? Language Arts? Reading? Art? Music?
Experiences for each special area with each of these age groups

In addition to assisting the student answer the above questions, this first formal clinical experience is designed to:

1. Collect actuarial and personal data on students as base-line information for study programs.

2. Follow up tutorial experiences of students who have worked with children in a settlement house, boy camp, Y.M.C.A., playground supervision, or as an assistant teacher.

3. Introduce the role and functions of an elementary teacher.

4. Provide simulated classroom experiences for reality testing purposes.

5. Provide formal screening of candidates to be admitted to the program.

6. Include some sensitivity-training relating to needs of others.

Analytical Study of Teaching

This set of experiences provides various opportunities to test teaching skills in simulated or real calssroom situations. Three types of experiences can be mentioned to illustrate possible activities appropriate at this point in the training program. First, each student can analyze a set of visually recorded classroom scenes or vignettes. What occurred? What relevant conditions existed? What decisions did the teacher make? What were the consequences? What suggestions would improve the learning? Second, each student can participate in simulated classroom episodes. This permits him to make his first translation of ideas from analysis into practice. Third, each student can work with three to five pupils in a micro-teaching experience. These episodes can be video-taped so that the student can review and evaluate his teaching performance as he works on various aspects of the teaching act.

Teaching is a complex operation involving analysis of many variables and selection from a galaxy of potential decisions. Control of the introduction of these variables in the initial phases of teacher education permits an orderly and systematic initiation into teaching.

Team Teaching

A principal departure from the common student teaching experience is the assignment of students as members of teaching teams in elementary schools. A team consists of:

1. An intern consultant*
2. Intern teachers or experienced teachers
3. Pre-interns or student teachers.

This team functions as a unit in providing instruction in elementary classrooms. The joint involvement of trainees and intern consultants assists the intern teachers or experienced teachers in their teaching while providing a realistic and guided experience for the trainees while they are still in their teacher preparation program. An Additional advantage for the trainees is the opportunity to view the teaching process from a broader base. They are enabled to teach in more than one classroom and at more than one grade level; they can become acquainted with the organization of schools and the functions of various school personnel; they can analyze the performance of other team members and receive assistance from senior team members.

One or more instructional associates may also be members of the team. Their preparation is described in Section VIII.

---

*The intern consultant is a highly-skilled experienced teacher selected from an elementary school to work full time with intern teachers.

Internship

Students are assigned full-time to an elementary classroom for an academic year under the guidance of an intern consultant. Autonomy and responsibility for classroom activities, with significant assistance from university and school district resources, characterize this phase of the undergraduate program.

Internship provides the opportunity to translate, as a beginning teacher, the study of human behavior into strategies of instruction. The intern consultant provides assistance and supervision during this period. A unique cooperative school district-university fiscal arrangement for internship staff is discussed in Section IX. In this plan five interns are assigned to five elementary teaching stations under the direction of an intern consultant. The combined salaries of these six people is equated with that of five beginning teachers, thus insuring supervision as a built-in part of the program.

TEACHER SPECIALIZATION

While the above descriptions of the five major curricular areas suggest the general nature of the teacher preparation program, they do not provide the detail which reveals it scope and sequence nor do they indicate alternate routes that students may follow.

To date most elementary teacher education programs have been designed for a general classroom teacher. The need for such teachers and for a training program for them is expected to continue to exist in the foreseeable future. Preschool and primary grades may continue to rely upon a person of general subject-centered skills, and many schools are likely to retain self-contained classrooms in the upper grades for many years. There is emerging, however, a second teacher role in the elementary school--that of the subject-matter specialist. Two separate organizational approaches, the development of the middle school and team teaching, require teachers with strong subject-matter competency. Further, experimental curriculum movements in mathematics, science, social science, and language demand increased expertise on the part of the teacher. The expanding need in the future is likely to be for teachers who have specialized in subject areas such as mathematics, science, language arts, social science, reading, art, and music.

Differences in the ages of children also require differences in the backgrounds of teachers. Professional translation of human study is focused upon the unique needs of each group of children. Program branching, therefore, is provided those students planning to teach pre-school, primary school, and middle-school children. Pre-school includes children aged three through six, or nursery school and kindergarten. Primary school is defined for our purposes as grades one through four in a graded school or ages six through ten. Middle-school includes children from ten to thirteen, or until entry into the high school program.

Thus program differentiation and specialization occur along two dimensions:

1. The amount and area of subject-matter specialization.

2. The age of pupils to be taught.

The choices possible along these two dimensions generate twenty-four program modifications as illustrated in the following figure.

Teacher Specialization	Elementary School		
	Pre-School	Primary School	Middle School
General Classroom Teacher	x	x	x
Mathematics Teacher	x	x	x
Science Teacher	x	x	x
Social Science Teacher	x	x	x
Language Arts Teacher	x	x	x
Reading Teacher	x	x	x
Art Teacher	x	x	x
Music Teacher	x	x	x

ILLUSTRATIVE SCOPE AND SEQUENCE

Specifications for the undergraduate teacher preparation program are so designed that they may be tailored to either four - or five-calendar-year trainee program. The extensiveness of non-professional coursework and graduation-certification requirements in the various universities and colleges stipulate certain requirements unique to the implementing institution. In most implementing colleges and universities, a four-year program will require two full summer terms in addition to four academic years to meet graduation and certification standards. When the teacher preparation program is modified for a five-year span, these two summer terms become part of the fourth year, and internship occurs during the fifth year.

A fourteen-term program comparing and contrasting an illustrative scope and sequence of courses for the general classroom teacher and the subject specialist is outlined below. While the subject specialist concentrates on two subject areas in the model, the generalist studies more broadly. Undesignated elective courses are included to provide for program modification by implementing institutions.

It cannot be emphasized too strongly, however, that this is but one of many possible modifications open to an implementing institution within the theoretical guidelines previously set forth. Within each module cluster, individual modules may be assessed and revised. Clusters themselves can be rearranged and redesigned. In some programs, for example, the area, Scholarly Modes of Knowledge, would be required for all students, while other programs might emphasize only part of this area. For reading and science, to use another example, the current writing team has included modular experiences to be studied during internship. Adopting institutions may or may not wish to use such a stance.

Illustrative Programs: General Classroom Teacher and Subject Specialist

	General Classroom Teacher		Subject Specialist	
Terms 1,2,3	Humanities I - General-Liberal Education	9cr.*	Humanities I - General-Liberal Education	9cr.*
	Social Science - General-Liberal Education	12cr.	Social Science - General-Liberal Education	12cr.
	Natural Science - General-Liberal Education	12cr.	Natural Science - General-Liberal Education	12cr.
	Tutorial Experiences	0cr.	Tutorial Experiences	0cr.
	Career Decision Seminar	3cr.	Career Decision Seminar	3cr.
	Electives**	9cr.	Electives	9cr.
Terms 4,5,6	Humanities II - Basic Issues of Western Man	4cr.	Humanities II - Basic Issues of Western Man	4cr
	Humanities II - Classics of the West	4cr.	Humanities II - Classics of the West	4cr.
	Humanities II - The American Quest	4cr.	Humanities II - The American Quest	4cr
	Communication Seminar	3cr.	Communication Seminar	3cr
	Humanities III - Non-Western Culture	3cr.	Humanities III - Non-Western Culture	3cr.
	Human Learning	5cr.	Human Learning	5cr.
	Linguistics - Scholarly Modes of Knowledge	3cr.	Scholarly Modes of Knowledge for two	
	Social Science - Scholarly Modes of Knowledge	9cr.	disciplines plus specialized work in both areas	25cr.
	Science - Scholarly Modes of Knowledge	8cr.		
	Mathematics - Scholarly Modes of Knowledge	4cr.		
Term 7	Fine Arts - Scholarly Modes of Knowledge	9cr.	Specialized work in two disciplines	15cr.
	Literature for Children	3cr.		
	Electives **	3cr.		
Terms 8,9,10	Professional Use of Knowledge	15cr.	Professional Use of Knowledge	
	Clinical Experiences	10cr.	(In two areas of Specialization and in reading)	9cr.
	Electives **	21cr.	Clinical Experiences in areas of Specialization	10cr.
			Specialized Coursework in two disciplines	17cr.
			Electives	9cr.
Term 11	Modes of Inquiry Seminar	3cr.	Modes of Inquiry Seminar	3cr.
	Electives **	12cr.	Specialized coursework in two disciplines	12cr
Terms 12,13 14	Full year intern teaching in elementary school		Full year intern teaching in elementary school	
	as general classroom teacher	10cr.	as subject specialist	10cr.
	Human Learning	5cr.	Human Learning	5cr.

GRADUATION AND INITIAL CERTIFICATION

*Term as used in this model refers to quarter credit-hour arrangements

**Credits designated as Electives in this illustrative model could be used to build a firm subject foundation for the General Classroom Teacher

Several areas in the illustrative model program are studied by both the general classroom teacher and by the subject specialist. These are:

- --General-Liberal Education
- --Human Learning
- --Tutorial Experiences
- --Career Decision Seminar
- --Reading--Professional Use of Knowledge
- --Communication Seminar

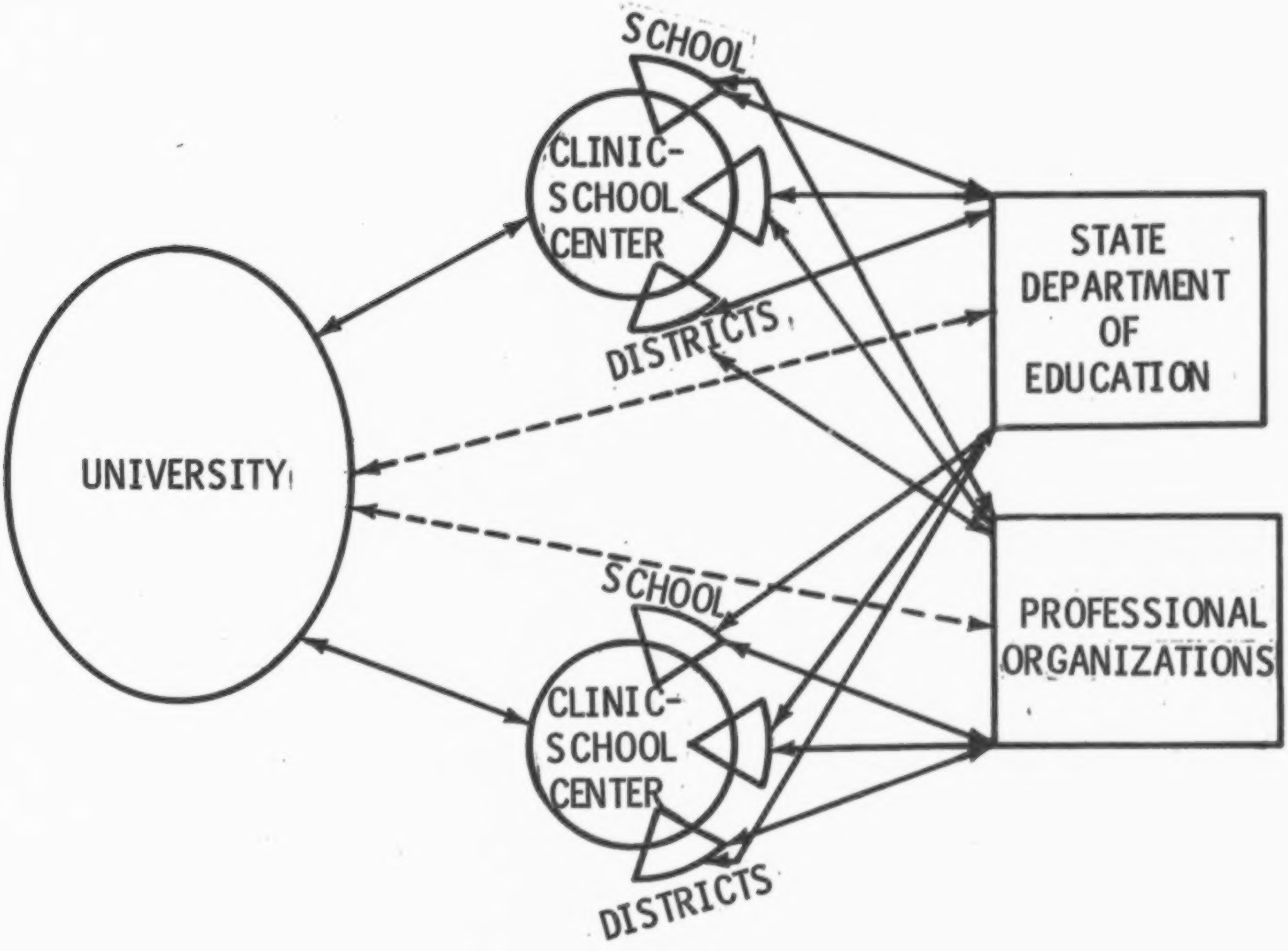
The two major curriculum divisions differ in these areas:

- --Depth study in two subject areas by the specialist
- --Different clinical experiences in team teaching and internship
- --Scholarly Modes of Knowledge outside two major areas not required, although they may be elected by the specialist

CONTINUED PROFESSIONAL DEVELOPMENT

The completion of pre-service teacher education requirements is only the beginning of a professional teacher's development. Joint responsibility by schools and universities for the in-service education of all professional and ancillary personnel is a necessity today. Previously the university tacitly accepted almost complete responsibility for pre-service education and graduate study (often in isolation from the real world of teaching) while the elementary schools sometimes designed in-service experiences for their staff. Such carelessness as to the growth of the practicing teacher can no longer be tolerated.

This program model is predicated upon joint responsibility by several educational agencies for the continuing education of teaching staff. A Clinic-School Network is established to promote continual feedback and development of the program. A college or university works with one or more school systems. Larger programs incorporating several clinic-school centers could function as a network such as that illustrated below.


SCHOOL
CLINIC-SCHOOL CENTER
DISTRICTS
STATE DEPARTMENT OF EDUCATION
UNIVERSITY
SCHOOL
PROFESSIONAL ORGANIZATIONS
CLINIC-SCHOOL CENTER
DISTRICTS

CLINIC SCHOOL NETWORK

Elementary schools become the clinic setting for pre-service teacher development. They furnish the basis for material upon which the undergraduate program is built, and they become the testing ground for teacher education theories. Prospective teachers observe pupils there and analyze teacher-behavior patterns. Interns teach there. University staff work there in developing appropriate materials for undergraduate instruction. In a similar manner the university and the elementary school cooperate to promote the continuing education of practicing teachers. Through joint school district-university arrangements, seminars are developed. University scholars become sources of assistance in specific school studies concerned with improving instruction. Human and material resources from both the local school system and the teacher education institution assist beginning teachers. Building upon intern experiences, skill in utilizing inquiry modes is further extended through a variety of learning situations.

Such a program must, of necessity, be flexible. Differences among a teaching staff in personal characteristics, fields of specialization, and skills in analyzing human potential, for example, preclude formalization. In the present model some core experiences are described which are relevant to the continuing study of human nature, but this work is only a beginning in the needed comprehensive program. Analytic tools to assess the extensiveness of the clinical approach used by a teacher in a functioning classroom must be designed, tested, and modified before in-service education can be effective in improving the clinical stance.

Advanced study in the behavioral sciences for practicing teachers is directed toward a more sophisticated understanding of the variety of environments within which children develop, and the creation and utilization of the diagnostic, prescriptive, and evaluative tools for working with them in the school-community situation.

The teacher preparation model provides for a small proportion of post-MA teachers with highly developed clinical stances, leadership ability, and demonstrated success in teaching to be selected for extensive training in professional leadership. Such personnel would become catalyzers for further development and refinement of the clinical stance in teacher education. They would work with undergraduates, serve as team leaders in instructional team-teaching situations, be intern consultants, develop elementary school and university curriculum materials, be elementary school principals, and assist with elementary pupils having unusual or difficult learning problems.

While each instructional leader's preparation program would be tailored to individual job descriptions, it would include special seminars in research, educational technology, clinical practice, and educational strategies. Part of the student's time might be spent in writing curriculum materials, trying out and evaluating recent innovations, and studying in exemplary schools.

PROGRAM EVALUATION AND DEVELOPMENT

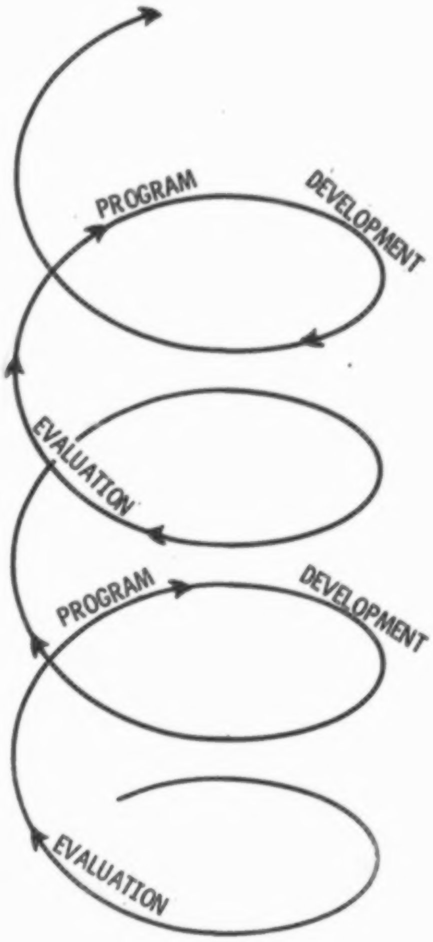
A viable teacher education program requires a carefully designed, extensive, and workable evaluation system which in turn supports program development. Cognitive, affective, and psychomotor domains must be included in such assessments.

Each modular experience can, potentially, be tested for its contribution to a teacher's development, and test results can be compared with those of alternative experiences. The sequence of modular experiences can be assessed for continuity. Student assessment during the process, information retrieval, built-in check points, professor evaluation, and student performance during internship are some avenues for testing modules. These same procedures are useful in examining the effectiveness of module clusters in the total program.

The teacher education program model is designed for constant evaluation and feedback into the program. With a clinic-school network to service as a laboratory in many settings (rural, suburban, and inner-city), different school plants, different philosophies and curricula, and a required year of internship, continuing and varied forms of program assessment are possible.

Periodic sampling of previously studied topics with different segments of the population could be useful in ascertaining the extent of concept maintenance and inquiry skills. Besides the clinic-school network and internship, the evaluation system might include a staff of researchers generating hypotheses and modifying data collecting devices, student advisors, intern consultants (who would be working full time with only five interns and would have the advantage of being close to their problems), and the information retrieval system and sub-systems on program, communities, and students (personal and program data). The evaluation system, taken as a whole, is designed to assess the effectiveness of this teacher education program and its management systems and to translate this evaluation into specific recommendations for the program.

Evaluation leads to constructive program development. How can this evaluation be translated into further refinement? The process can be likened to a spiral as shown in the following diagram.



But within this program a whole host of interlocking spirals interact. Some are at the module level, others at the component level, and others at the total program level. There would be, in effect, spirals within spirals. Teams of researchers, professors and students assesss and improve the quality and efficiency of various segments of the program.

A highly refined feedback system contributes to both evaluation and program development. So long as students are isolated by program design from others at different levels of preparation, a professional unity and limitation of experiences is bound to result. Professional identity can very early be facilitated through such interaction. Thus, acceleration from student-oriented to profession-oriental behavior occurs. Within this model the following interactions are proposed: freshmen in Career Decision Seminar work in the classrooms of interns as assistant teachers; upperclassmen, interns, and practicing teachers chair Career Decision Seminar discussions; professional staff are assigned to periodic cycles including teaching, working with interns and teachers, and program development and research. Some experienced teachers from clinic-schools return to college to work with undergraduates. Some of these teachers would contribute through program development, refining teacher behavior analyses, simulation, and micro-teaching while other teachers would focus primarily on educational research.

Such regenerating through recycling is integral to the clinical approach emphasized in this model. Not only is the program designed to develop a clinical behavior style in graduates, it also utilizes a clinical approach in its own instruction of students and provides for continued renewal through analysis of the program itself.

MANAGEMENT

An extensive and flexible management system is necessary to support a complex enterprise such as that described above. The organizational pattern was designed to be adaptive, responsive, and vital in meeting the demands of such a program as just outlined.

The organizational plan includes five subsystems. Two subsystems carry operational responsibilities.

1. Program Development
2. Clinical Experiences

In addition, consultative services are provided by three staff subsystems.

1. Evaluation
2. Information Retrieval
3. Management Planning

Directors of each of these subsystems work as a Planning Board under the direction of the Project Director. The Management aspect of the program is designed to employ the same decision-making techniques advocated for teachers. The clinical behavior style permeates every phase of the program.

Teacher eduction should not be the sole domain of colleges and universities. School systems, professional organizations, state departments of education, and students all have rights, responsibilities, and contributions to the program. Each of these groups are involved in several ways in the program. They are involved in selected aspects of evaluation, in program development, in instruction of future teachers, and in the management context as members of several advisory boards.

The Management Subsystem assists the directors of other subsystems, the Planning Board, and the Project Advisory Council in the areas of systems planning, systems development, and systems analysis. Expertise in the use of PERT, PERT/COST, PPBS, and other management-planning toolsare located in this subsystem. Efficiency of operation coupled with adaptability are objectives of this subsystem.

The Program Development Subsystem is responsible for developing and ultimately delivering the non-clinical experiences of students. Program development is accomplished by several means: revision of current modular experiences, input of new ideas or modes of inquiry from scholars in various content areas, the addition of new program tracks, and revision in the clustering and sequencing of instructional modules. Drawing upon data from the Evaluation Subsystem and direct feedback to instructor-curriculum writers, materials and experience modules are modified, expanded, or deleted.

The Evaluation Subsystem assesses the viability of the program and its various components. It consults with program development personnel in precisely stating objectives; it mobilizes the instruments and analytical techniques of the behavioral sciences to observe, measure, and assess the overt actions of individuals and groups; and it suggests research designs to study program effectiveness.

The Information Retrieval Subsystem provides the means to store and retrieve selected information from the mass of data collected in the project. Student records, research data and clinic-school information are readily handled in the I R system. Experience modules are stored in the system. Index terms and selectivity of retrieval aid in program analysis. With the addition of new modules, or the modification of existing ones, the I R system can be readily up-dated, thus providing a continually current program description.

Thus, one service provided implementing institutions is a current complete description of the program. Either data cards which contain the file of modules or corresponding computer tapes can be easily replicated for transfer.

The Clinical Experiences Subsystem is responsible for developing clinical experiences for teacher trainees in actual or simulated settings. This subsystem is responsible for the permeation of clinical experiences and the clinical behavior style throughout the program. While not all clinical experiences occur in elementary school settings, a Clinic-School Network is established to promote continual feedback and development of the program.

The management aspects of operating such a network are discussed in Section IX, and prototype center network now in operation is described. In Section VIII the implications of The Clinic-School Network for continued professional study is outlined.

SECTION III

CLINICAL EXPERIENCES

Emphasis on clinical and field experiences is a major feature of this program for preparing elementary school teachers. This emphasis is the outgrowth of experience, evaluation, and experimental work at Michigan State University. Historically it has four distinct roots:

1. Experience with a wide variety of patterns of teacher preparation since 1954, each of which has increased the role of public school participation in providing extensive full-time field experiences for teacher trainees.

2. Increased participation of faculty from academic departments, many of whom believe, in the manner of Professor Conant,[1] that the clinical and field experiences are the most defensible aspects of professional training.

3. Investment of the College of Education since 1962 in a series of studies designed to increase the relationship between teacher education and behavioral science.

4. Establishment of a distinct School for Teacher Education in 1963 which has been in a position to heed the leadership of the American Association for Colleges of Teacher Education, to whose studies and publications concerning conceptual design in teacher education this report acknowledges its specific debt.

---

[1] James B. Conant, The Education of American Teachers. (New York: McGraw-Hill Book Company, Inc. 1963).

Clinical experiences are not clustered into one certain time period. Unlike training programs which virtually restrict client-contact experiences to a "September experience" followed years later by a "capstone" student teaching assignment, the clinical experiences in this program model are a continuing accompaniment of the other components of the program. In fact, although a year of teaching internship is designed into this program--and it is the last year, for the obvious need for training and maturity before taking on such a responsible assignment--the bulk of the clinical sequence as formally structured would be completed before the year of internship. The clinical experiences begin within the context of a Career Decision Seminar within the freshman year and flow continually alongside the various academic studies until fruition in the internship.

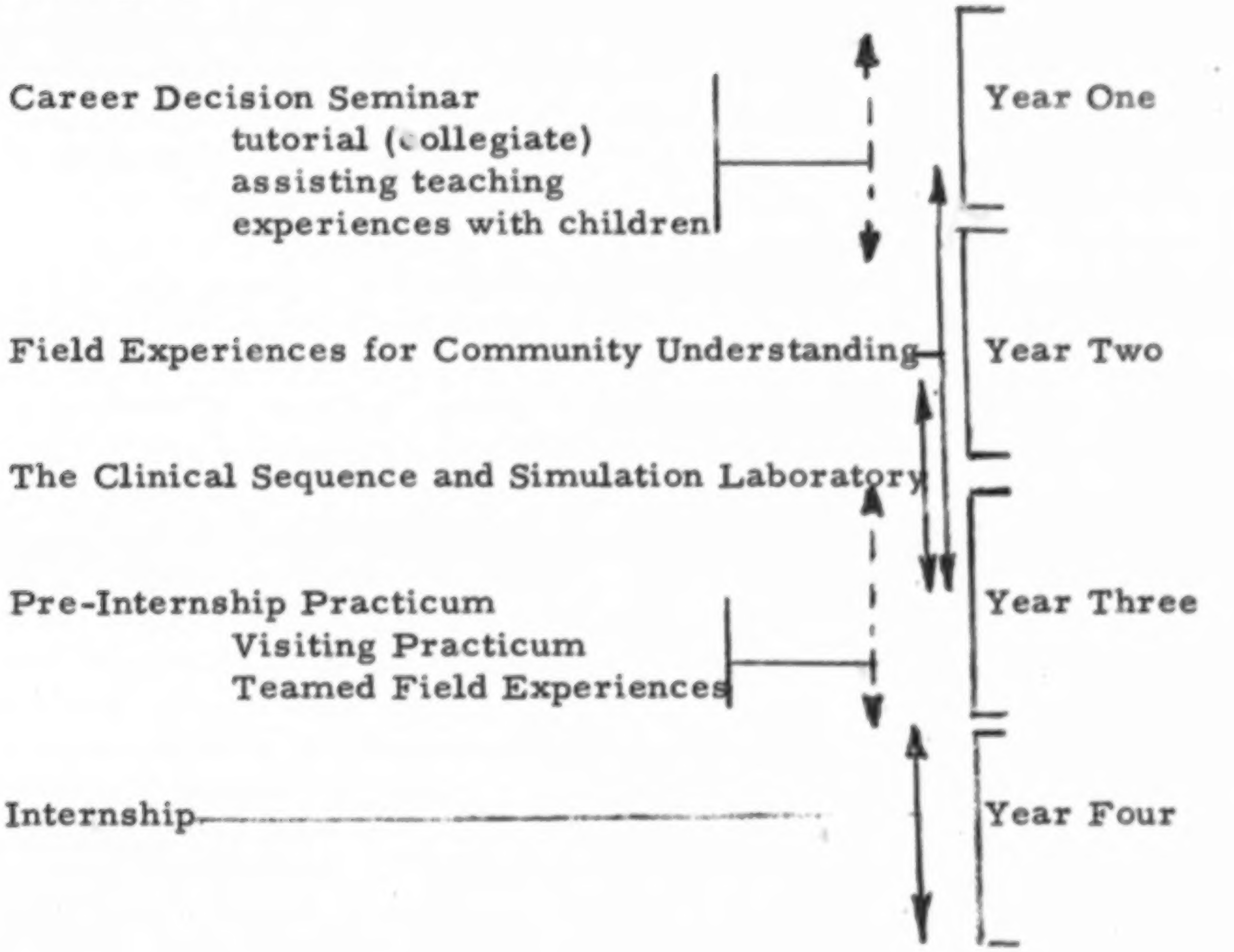
Similarly, field experiences are a steady accompaniment of the course work throughout the four years of teacher preparation. Early field experiences are a function of the Career Decision Seminar, the non-simulated clinical experiences, and the adjunct experiences needed for understanding the applications of certain liberal studies.

THE CAREER DECISION SEMINAR

Each student entering the teacher education program described in this report is provided opportunities to become acquainted with the nature of teaching and to gain some acquaintance with the teacher role very early in the collegiate experience. For some the Career Decision Seminar allows a smooth continuity from high school "future teacher" activity, for others it provides an early opportunity to test the assumed aspiration against the realities of teaching and for all it provides a set of foundational experiences with learners which serves as a starting point from which to develop the clinical experience sequence.

Three sets of teaching experiences are provided in the Career Decision Seminar:

Undergraduate Clinical and Field Experiences--Shown according to the periods of time in which each experience cluster or sequence takes place--


Career Decision Seminar
tutorial (collegiate)
assisting teaching
experiences with children
Field Experiences for Community Understanding
The Clinical Sequence and Simulation Laboratory
Pre-Internship Practicum
Visiting Practicum
Teamed Field Experiences
Internship
Year One
Year Two
Year Three
Year Four

Note: dotted lines indicate variability of time, depending on the student's needs

1. Tutorial (collegiate)
2. Assisting teaching (collegiate)
3. Experience with children

The tutorial and assisting experiences take place on campus. They are assignments to tutor fellow students in classmate learner teams, to tutor students who are having academic difficulties in freshman courses wherein the trainee is reasonably competent , and to assist selected professors at whatever level the student's ability allows. The experiences with children may be gained in playground recreation, coaching, school duties, child-care centers, and church schools.

The Career Decision Seminar builds upon these individual field and on-campus practicum experiences through a twice-weekly discussion with peers under the guidance of a faculty member in elementary education. The focus of these discussions is on the sharing of reactions and the consequent building of a composite view of the demands of teaching. Individuals in the seminar are expected to assess themselves against this composite view and to make decisions about the directions their career should take.

The decisions to be confronted by the students enrolled in the Career Decision Seminar, the experiences which will help them clarify the issues and options, and the major alternatives open at each stage of decision-making are indicated below:

College Freshman: Shall I consider a career in teaching?

Decision:	yes	no
	Enroll in the Career Decision Seminar	(Do not enroll)

BEGIN EXPERIENCES AND DISCUSSIONS	1)tutorial teaching 2)assisting teaching 3)experience with children

---

Seminar members: Do I like to do what teaching demands?

Decision:	yes	no
	Consider questions related to my preferences and needs	withdraw from program

Seminar members: What age children do I prefer to teach? (With which age group am I most likely to be comfortable and competent?)

Decision:	3-6 year-olds?	6-10 year-olds?	10-13 year-olds	Older than 13?
	Request more experience with this age group to further test preference	(as at left)	(as at left)	Change to secondary preparation program

---

Seminar members: Would I prefer to be a "general" teacher or specialist?

Decision:	Generalist	Specialist
	Declare for General Classroom Teacher program option	Declare for specialized program option

---

The interaction of decisions relative to these questions allows the freshman to put himself on one of the twenty-four major program alternatives shown in the following figure.

Specialization	Age Level of Children		
	3-6	6-10	10-13
General Classroom Teacher	x	x	x
Specialized			
Mathematics Teacher	x	x	x
Science Teacher	x	x	x
Social Science Teacher	x	x	x
Language Arts Teacher	x	x	x
Reading Teacher	x	x	x
Art Teacher	x	x	x
Music Teacher	x	x	x

In addition to assisting the student make these decisions and answer the above questions, this first formal contact with field and clinical experience provides opportunities to:

1. Follow-up previous "teaching" experiences the students may have had; e.g., some may have worked with children in a settlement house, boys' camp, Y.M.C.A., playground or in classrooms (as in Future Teacher activity).

2. Introduce the role and functions of an elementary school teacher.

3. Provide simulated classroom experiences for reality testing purposes.

4. Provide a basis for self-screening of trainees to be admitted to the early years of the program.

5. Include some sensitivity-training to needs of others.

The prime purpose of this seminar is to provide teacher trainees with early experiences related to the career of teaching and to provide a firmer foundation for answering the question, "Is teaching for me?" There are at least four proper circumstances related to this career decision question:

1. Provision for experiences with children at a variety of age levels, capabilities, and socio/economic circumstances.

2. Provision for observation, analysis, and personal exposure to a variety of human conditions that are significant in the lives of children. For example, the streets and playgrounds of a neighborhood, the variability of homes and home-life, the church environment, and environments and circumstances provided by agencies that service children and youth.

3. Provision for observation of teaching situations and temporary involvement in school life for young people.

4. Provision for some exposure to self and emotions and reactions to emotions with the purpose of sensitizing candidates to the emotional demands and needs of the teaching profession.

CLINICAL EXPERIENCES

The clinical experiences of the program model constitute a plan for systematic development from student to teacher. This development is one requiring an extended period of time and much individual variation as determined by the needs of the student. The transition from student to teacher is seen to have the following aspects:

1. Cognitive acquisitions.

2. Behavioral competencies.

3. Role identification.

4. Self-other affective developments.

To view this transition from the behavioral science perspective, recall certain key propositions stated earlier in the Rational :

Proposition:

It is proposed that an elementary school teacher understands both structures of knowledge and methods of inquiry in various disciplines relevant to his professional activities. He should have more extensive knowledge and skills in those disciplines in which he teaches and in those areas of scientific disciplines applicable to understanding human behavior in educational settings.

Proposition:

It is proposed that the elementary school teacher trainee have opportunity through simulated client contact and simulated environments to concentrate practice on specific behaviors and behavioral patterns.

Cognitive acquisitions and behavioral competencies are gained through the combination of clinical experiences and studies in professional uses of knowledge. Cognitive acquisitions involves learning the information required for effective teaching: those things a teacher must know about the elements, and relationships among elements, which he controls and affects in a teaching-learning situation. Behavioral competencies are the skills and procedural acts through which the teacher affects the instructional situation.

Proposition:

It is proposed that an elementary school teacher be able to make efficient and effective decisions about the experiences needed by specific learners, the materials and activities that should be used in particular situations, and the appropriate organization of content. He should be able to guide children in meeting the planned objectives through the use of his planned materials and acitivites.

Proposition:

It is proposed that an elementary school teacher be able to cooperate with other professionals in diagnosing accurately and precisely particular instructional situations and prescribing optimum instructional "treatment."

Role identification has both cognitive and affective components. From a sociological point of view, a role is the set of behaviors expected of a person who performs a specified function or is in a certain position. Thus to know what a teacher is expected to do in certain specific situations (in the classroom, in faculty relations, in parent relations, and so forth) is the cognitive aspect. To "know how it feels" to do these things is the affective aspect. The trainee has spent from twelve to sixteen years becoming adjusted to pupil and student roles. Suddenly the transition to teacher roles begins. It is not enough to know how to behave --the trainee must learn when to behave in what ways. Helping the trainee to learn and to feel the teacher role shift is one substantial task expected of the clinical and field experiences.

Proposition:

It is proposed that an elementary school teacher be broadly educated in the natural, social, and behavioral sciences and in mathematics, the humanities and the language arts. He should acquire the understanding needed to make intelligent decisions relative to current social problems.

Proposition:

It is proposed that an elementary school teacher be able to understand major trends in the rapid change taking place in the various societies of the world. He should be able to prepare his pupils to live productively and creatively in the midst of the change.

Contemporary youth's disaffiliation and rampaging expressions of frustration point up a continuing truth in a newer, stronger light: children need teachers who can relate to them across the many gaps which must be bridged between the youth culture and "the establishment." Children need teachers who can appreciate and accept childhood, who can reach across the many gaps which must be bridged between the youth culture and "the establishment." Children need teachers who can appreciate and accept childhood, who can reach across years and across social space to relate as warm human beings. Those who argue that *love* is essentially the only critical requirement in teaching place heavy demands upon the screening processes but light demands on the training functions. Further, the sobering question must be raised whether there is in sufficient quantity the "natural talent" adequate to meet the needs of the nation's schools. If not, and we assume not, there must be found ways to effectively help the trainee understand himself and to relate to others. This demand also is made of the clinical and field experiences: to provide experiences in which the trainee's *self-other* affective developments can be enhanced.

CLINICAL BEHAVIOR STYLE

The clinical behavior style of teaching is a general paradigm of action for particular experiences which will facilitate transition of the trainee from student to teacher. Although this project focuses on preservice training, the paradigm has been developed as a model of professional behavior to be used throughout a practitioner's career. Before discussing particular training applications of the paradigm called *clinical experiences*, it will be helpful to review and elaborate the salient characteristics presented earlier in the Rationale.

A clinical behavior style is not a research behavior style--

If education is to be regarded as a true profession, its practitioners at all levels must pay close attention to empirical evidence in making decisions. To make decisions based only on good faith, only on tradition or on authority is not desirable.

Teachers may argue that they do not have time to collect research data and teach. Yet many admit to problems in their teaching and will try to solve them, of course. However, to be able to evaluate their efforts--to tell whether their solutions are successful or unsuccessful--they will of necessity have to turn to research. And it is this need to "know" that makes the collection of data so very important to the teacher. Answers based primarily on feelings, impressions, or haphazard samplings of student opinions cannot be tolerated by the profession.

Among the research findings, the endeavor of the behavioral scientists is also to be considered. Although many times they are outraged with what some educators call research, and although they assert that research is an activity only suited to a laboratory or a college campus, it is our view that there are many different levels of research--from the pure, highly controlled research that is reported in journals to the field testing of ideas in the less-than-ideal "laboratory" setting-- the classroom. We need all sorts of data gathering because, again, we cannot build a profession unless its decisions are empirically bases.[2]

This quotation is taken from a book of essays which discuss various ways in which teachers can monitor their own teaching to make professional decision-making more rational. Since very few generalizations about teaching have solid empirical support, and since little teaching theory is presently available, the main intent of the authors in preparing the book of readings was to present techniques and practices as working hypotheses to enlarge the number of alternative behaviors that teachers could consider and test in professional practice.

Careful review of the program model Rationale suggests that it is consistent with the views expressed above by Raths and his colleagues. Recall that this program model defines a profession as "a field of differentiated and complementary endeavor where the primary task is relating disciplined knowledge and specialized skills to solving problems arising out of human needs." Professional behavior must be based upon working hypotheses suggested by relevant empirically tested theoretical knowledge, and it must be based upon empirical observations of consequences of actions derived from those hypotheses.

---

[2] James Rath, John R. Pancella and James S. Van Ness (Eds.), Studying Teaching, (Englewood Cliffs, N. J.: Prentice-Hall Inc., 1967), pp. 475.

The Rationale documents in some detail the lack of impact on educational practice by tested knowledge and empirical observation. For several reasons the practitioner has been left to his own devices in determining implications of empirically based knowledge with little understanding of how to do it. In general, the outcome has been practitioner indifference, distrust, or disdain toward research and empirically based theory. On this dimension of professionalization, education has far to move toward the profession model. Recall the proposition stated earlier in the Rationale:

Proposition:

> It is believed that more educational practices will be based on tested or testable knowledge if efforts to bridge the communications gap between researchers and practitioners are made from both sides of the gap.

Raths and his colleagues suggest that to become more professional, teachers will "of necessity have to turn to research." This proposal is not a new one: nearly twenty years ago Stephen Corey presented a paper at the annual meeting of the American Educational Research Association in which he contrasted fundamental research (investigation aimed at empirically verifying inferences with improved public systematic knowledge as the outcome) with action research (involvement aimed at improving a given situation with increased personal functional knowledge as the outcome).[3]

---

[3] Stephen M. Corey, "Action Research, Fundamental Research and Educational Practices", Teachers College Record, 50: 509-519, May 1949.

This paper was expanded into a book[4] that was widely read and acclaimed by practitioners, and Corey became the leader of an "action research movement" which encouraged practitioners to become more objective problem solvers by planning and conducting local "research" projects.

Various people, especially within the research community, sharply criticized the action research movement.[5] From the criticisms emerge two basic themes important for clarifying by contrast the nature of clinical behavior style.

First, to reduce threat and to encourage participation by those relatively unsophisticated in research methodology, many proponents of action research advocated participation in projects using very simple research designs and analyses of data. Such projects could hardly be expected to contribute sound knowledge to the profession, nor could they be depended upon to illustrate the value of implementing decisions based on careful collection and analysis of relevant data. Lack of much sound educational theory, lack of ability to understand research literature led practitioners to test hypotheses based on personal experience, authority, or precedent rather than on theoretical considerations.

---

[4] Stephen M. Corey, Action Research to Improve School Practices, (New York: Bureau of Publications, Teachers College, Columbia University, 1953).

[5] Frank Cookingham, "Action Research Models of Practitioner Change," Papers of the Institute No. 19, (East Lansing: Learning Systems Institute, Michigan State University, 1966).

Bernard R. Corman, "Action Research: A Teaching or a Research Method?" Review of Educational Research, 27: 544-47; 1957

Harold L. Hodgkinson, "Action Research -- A Critique," Journal of Educational Sociology, 31: 137-53, 1957

Practitioners failed to get an honest picture of research, and researchers became more reluctant to suggest practical implications for fear of naive interpretation by practitioners.

Because at first glance it may seem that the training programs described in this project report are designed to train teachers to be action researchers, several important contrasts between clinical behavior style and action research style will be discussed.

The key rallying cry within the action research movement was "Research is easy, and it's fun! Anyone can do it, and those who do discover more enjoyment in teaching." Most practitioners who engaged in easy, fun projects obtained a misleading view of research and scientific inquiry as a game having a few simple rules that could be played by anyone with a little intelligence and initiative. In contrast, experiences of the training programs described in this report are designed to help trainees view behavioral science not as a simple game played by amateurs for their self-amusement but as a complex activity conducted by skilled professionals for the benefit of mankind.

Although research consultants often attempted to teach practitioners that certainty is not a common outcome of scientific inquiry, anecdotal reports suggest that many practitioners attained or continued to hold the belief that research "proved hypotheses." Others recognized that relationships could not be stated with certainty but regarded this as a weakness of inquiry rather than a strength. Action research experience tended to obscure the importance of doubt and uncertainty and error and changing conceptual structures; science as the construction and reconstruction of abstract conceptual structures linked to empirically observable phenomena was hidden from view. In contrast, the training programs outlined in this report attempt to reveal in honest but manageable form the complexity and diversity of conceptual structures and methods of inquiry in behavioral science. Within a clinical behavior style of teaching, various methods of inquiry and conceptual structures will be used to look at an instructional problem from alternative points of view, subject to empirical testing of actions derived from those points of view and restructuring of the problem in accord with observed *consequences*.

A second basic theme emerging from various criticisms is related to the effectiveness of action research. The arguments over the effectiveness of the "research" experiences in terms of more objective decision-making in daily practice rested in large part on personal experience and philosophical predispositions rather than on objective evaluation. One comprehensive study has been reported by Macdonald.[6] Each member of an experimental group of student teachers acted as a research assistant for his cooperating teacher, and during the semester each student teacher planned and carried out his own research project in the classroom. Results showed that the experimental group scored higher than two control groups on cognitive, affective, and performance criteria of teaching at the end of the semester. The experimental group showed more favorable attitudes toward research but no more research knowledge. Content analysis of recorded interviews during the semester showed no significant differences among the groups in proportions of objective problems and self-centered problems, and content analyses of interviews recorded after the first year of teaching showed no significant differences among the groups in kinds of solution processes used to solve problems during the year. Macdonald gives the following summary interpretation of these findings:[7]

> Staff evaluations of the experimental program have identified an important limitation in relation to the experimental program. The staff members involved felt that the research training given the experimental group did not have the depth nor consistency necessary to give the research idea its most rigorous test. Due to time limitations and the general format of the integrated "group" experience, there did not appear to be the systematic

---

[6] James B. Macdonald, *A Research Oriented Elementary Education Student Teaching Program*, (Cooperative Research Project No. 1091, Milwaukee, Wisconsin: School of Education, University of Wisconsin, 1965).

[7] Ibid., p. 39

motivation and involvement that would have been ideal. Although results were generally positive, greater differences might be expected if the research training aspects of the program could be intensified and made more systematic.

Nevertheless, the researchers conclude that the research-oriented program examined in this study made a positive difference in the teacher education outcomes.

Careful examination of the research report, however, suggests that the positive findings were small in magnitude and limited essentially to immediate outcomes. Moreover, direct evidence was not obtained for the key question: What effects did the research experience have upon subsequent on-going decisions relevant to classroom instruction?

The action research recommendation that making every teacher a researcher will bridge the gap between research and practice has received little support the past few years. Little empirical evidence is available relevant to the question whether research training and experience actually results in better teaching; in fact, experience with attempting to evaluate the impact of total programs or teaching methods on subsequent behavior suggests that global approaches cannot be meaningfully evaluated. The training programs recommended in this report have been purposely designed in modular form to facilitate meaningful systematic evaluation of their impact on practitioner behavior. Strengths and weaknesses can be pinpointed within the program enabling modifications to be based on defensible theory rather than rhetoric.

Experience in other professions suggests that as the profession moves forward, fewer and fewer members of the profession are able to claim competence both as a practitioner and as a researcher. Yet professional practice must be based upon empirically defensible theoretical knowledge and must involve reliable data gathering and defensible data interpretation for the purpose of of providing the best possible service to clients. The emphasis given to practitioner data gathering by Raths and his colleagues is appropriate. The emphasis given to improving professional practice by Corey and his colleagues is appropriate. But programs based upon research training per se have not fulfilled their promise.

Clinical behavior style as a paradigm of professional decision-making-- Rather than attempting to indirectly improve practioner decision-making by making every teacher a researcher, the program model focuses directly upon the practitioner's decision-making processes. Recall the propositions stated earlier in the Rationale:

> Proposition:
>
> It is proposed that an elementary school teacher trainee needs to be taught how to teach, not how to conduct research. He should develop skill in integrating the methods of inquiry that have been developed within the various behavioral sciences and in using the resulting synthesis to improve his own educational decision-making.
>
> Proposition:
>
> It is proposed that an elementary school teacher trainee can, through guided practice in his teacher preparation program, learn to use a clinical behavior syle of teaching--and that he do so.
>
> Teacher decision-making cannot be improved until decisions and their supporting rationales are made explicit. A clinical behavior style of teaching involves explicitly making decisions so that they can be related to existing bodies of relevant knowledge to build self-correcting practices. Since the aim of a researcher is to produce systematic knowledge, while the aim of a practitioner is to produce systematic effective practice, a clinical behavior style is not equivalent to a research behavior style.

Outstanding teachers commonly refer to "learning from experience"; the least criticized parts of current teacher preparation programs are those which provide for learning to teach by teaching. It is no accident that this is so; learning from experience is a particularly crucial capability which the professional must develop. The variable nature of problems with which a professional practitioner deals assures that no two will be solved by exactly the same treatment. Thus regularizing the practitioner's behavior in terms of a particular set of skills which can be learned "for once and for all" is a futile approach. Recall the propositions stated earlier in the Rationale:

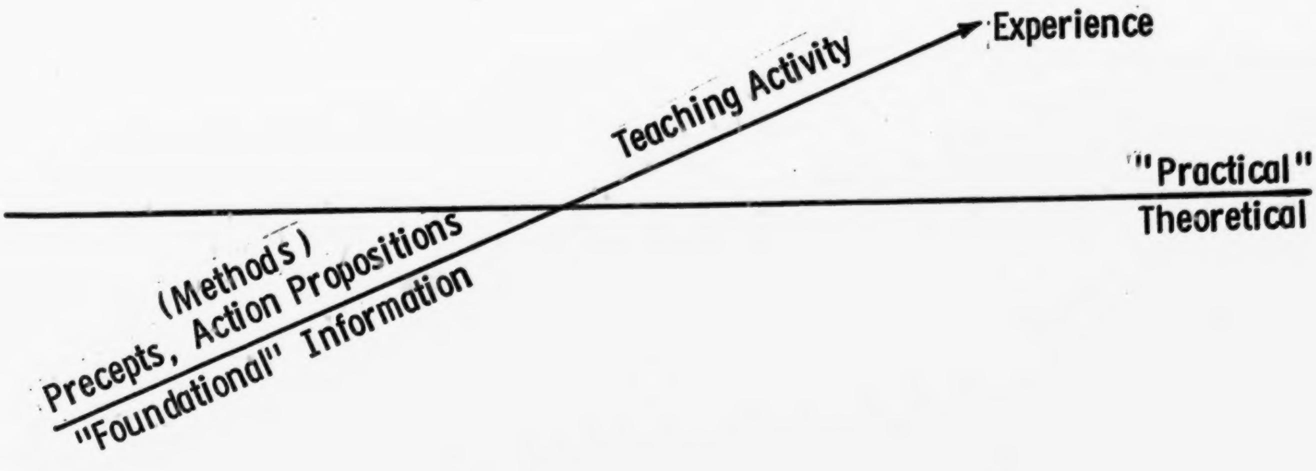
> Proposition:
>
> It is proposed that an elementary school teacher be prepared to modify his educational beliefs and practices throughout his career to take professional advantage of the changes in theories and methods of inquiry that must be expected to occur in the relatively young behavioral sciences.
>
> Proposition:
>
> It is proposed that an elementary achool teacher be expected to enhance his professional skills and knowledge through in-service education. In-service education will be more effective if it has continuity with pre service training.

Clinical behavior style denotes the particular and stylized set of behaviors and mental processes of a practitioner who has been specifically trained to utilize his client-related experience as a continuing learning experience through which to improve his skills and increase his knowledge. Since "style" can refer to either expression or performance, "behavior style" is used to emphasize that in this program model interest is focused more on how the practitioner behaves than on how he talks about how he behaves. On the other hand, since appropriate conceptualization of instructional problems is an essential part of the decision-making encompassed within clinical behavior style, "behavior style: has been used rather than simply "behavior."

'Style" connotes a distinctive or characteristic method of performing with overall excellence, especially as sanctioned by some up-to-date standard. The distinctive characteristics of performing important for this program model are denoted by the adjective "clinical:" the performing must involve actual or simulated direct or indirect contact with pupils, the performing must involve manipulation of instructional variables intended to produce some specified change in pupils, and the performing must include use of feedback to improve effectiveness of service to pupils. Thus a practitioner or trainee performs in a clinical behavior style of teaching if he seeks to solve instructional problems presented by his pupils by intervening in the situation to produce desirable pupil change in a manner that not only provides service to the pupils but also provides service to the practitioner in the sense of producing desirable changes in his client-related knowledge and skills.

Often a paradigm can graphically define or describe a set of interrelated components much better than words.

As a prelude to construction of a paradigm for the clinical behavior style of teaching, consider a paradigm of relation between theory and practice as typically viewed by educational practitioners and trainers.



Linear Paradigm of the Relationship Between
Theoretical and "Practical" Activities.

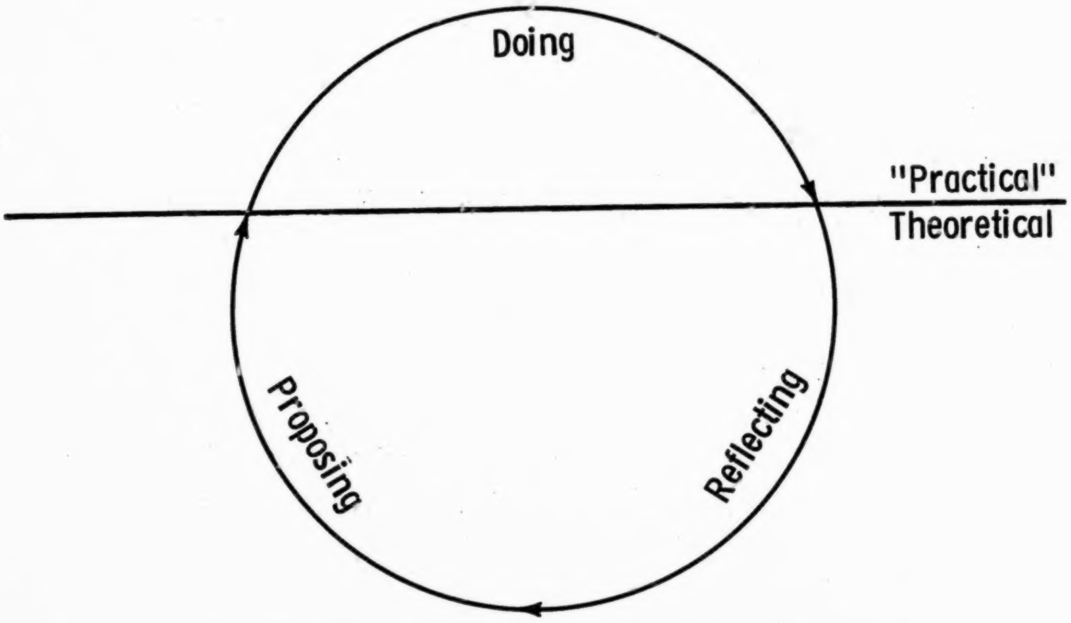
This paradigm is intended to suggest that typically a trainee is given a collection of precepts and action propositions in theoretical and methods courses before he engages in actual teaching activity. As the trainee becomes a practitioner by actually serving pupils he moves from the theoretical portion of his training into the "practical" portion. The more experience he accumulates the more he is viewed as moving away from theory. Although theory is viewed as a necessary component of initial training, with much lipservice given to relating theory to future practice, the good teacher is usually thought of as an experienced teacher who can function effectively without knowledge of or in spite of whatever theory may say.

Experience in serving pupils is viewed as an essential component of training added to "foundational" information, not related to it. Emphasis is placed on extending the linear path further and further into the "practical" region; the longer the experience portion of the path the more effective the practitioner.

Experienced practitioners often return to the theoretical side of professional activity as they engage in advanced study. However, rather than moving along a continuous path from "practical" activity to theoretical activity, they typically leap across the line into "foundation" investigation relatively isolated from their accumulated experience. As soon as that investigation is terminated the practitioner moves along a new linear path towards additional experience. While the practitioner is on the theoretical side of the line little systematic effort is made to relate practice to theory. While the practitioner is on the "practical" side of the line little time is devoted to relating theory to practice.

In contrast to the typical linear paradigm for the relationship between theoretical and "practical" activities, where an experienced practitioner is viewed as moving steadily away from theory, the clinical behavior style of teaching is represented by a cyclical paradigm, where an experienced practitioner is viewed as systematically revisiting theory. Simplified for the moment to emphasize the contrast between a linear relation and a cyclical relation of theoretical and "practical" activities, the clinical behavior style can be represented as three segments of a cycle:

1. the reflecting phase
2. the proposing phase
3. the doing phase



Cyclical Paradigm of the Three Phases
of a Clinical Behavior Style

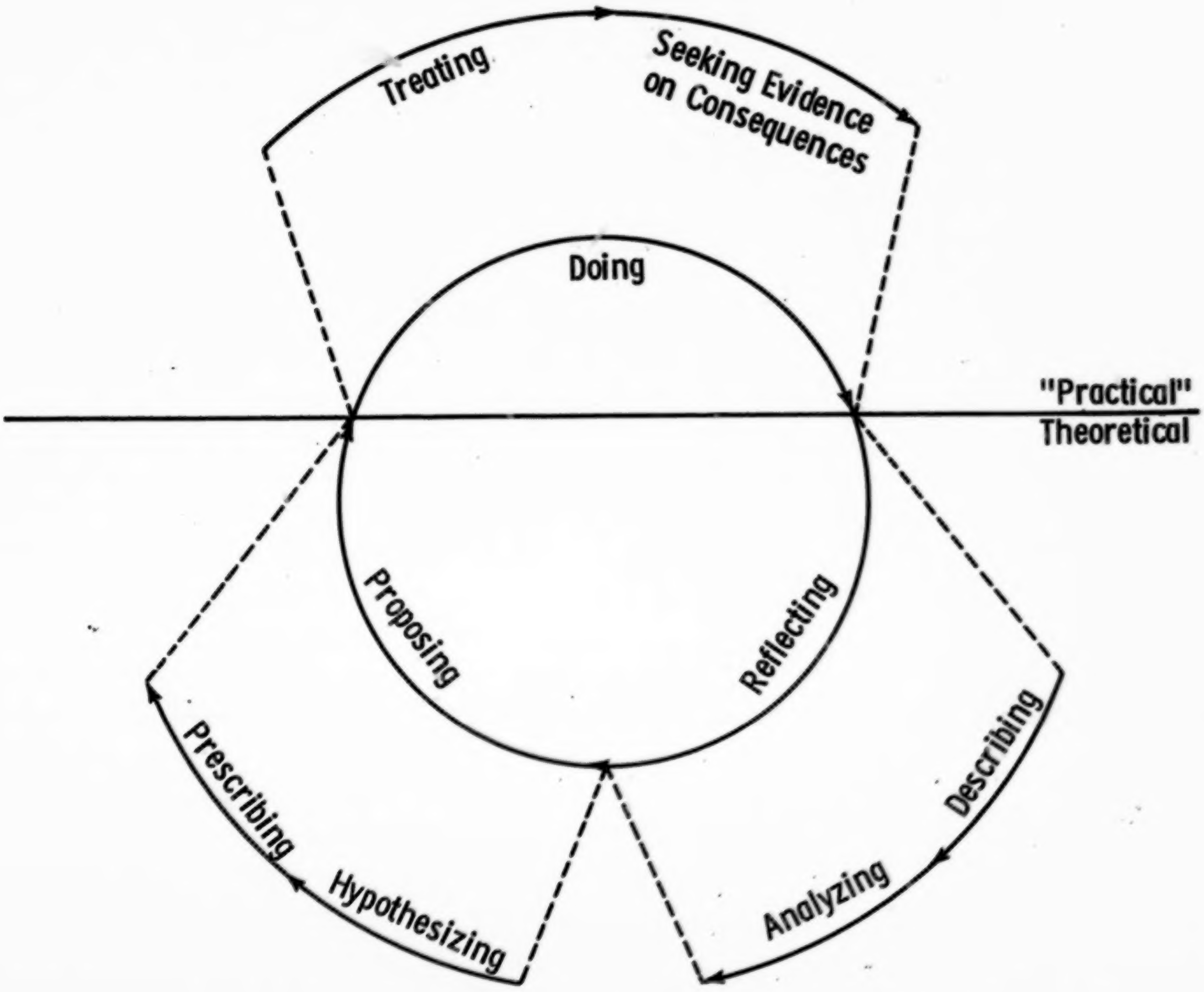
Just as the path in the linear paradigm is partitioned into theoretical and "practical" portions, the path in the cyclical paradigm is partitioned into theoretical and "practical" portions. In the linear paradigm the distinction made between theoretical knowledge and practical knowledge emphasizes practical knowledge as being more useful. Within a profession, however, practice must be based upon theory to the extent that it is possible. Theoretical knowledge, not practical knowledge, permits empirical self-correcting practice.

Three characteristics of the cyclical paradigm emphasize the importance of theoretical knowledge in the clinical behavioral style. First, practical is enclosed by quotation marks to indicate that to move from theoretical activity into practice is not to move into activity isolated from theory. "Practical" activity is not added to theoretical information; it evolves out of and back into theoretical activity. Practical is also enclosed by quotation marks in the linear paradigm. But in the context of a linear relation between theory and practice, with emphasis placed on extending the practice portion of the path, this points to the lipservice paid to relating theory and practice rather than to actual relating of the two aspects of professional behavior.

Second, the theoretical portion of the cycle is deliverately drawn larger than the "practical" portion. This contrasts sharply with the larger "practical" portion of the linear paradigm. In the clinical behavior style of teaching emphasis is placed on the activities contained within the reflecting phase and the proposing phase as the practitioner seeks to serve his clients.

Third, the cycle itself indicates that the practitioner regularly moves from the "practical" portion to the theoretical portion to the "practical" portion to the theoretical portion, etc., along a continuous path of professional behavior. In the linear paradigm the practitioner leaps from "practical" experience into relatively isolated theoretical investigation, usually allowing someone else, who has little or no knowledge of that practitioner's particular accumulation and organization of experience, to determine what will be investigated and how. After the theoretical investigation is completed, the practitioner goes back into practice with the notion of applying what he has learned if an appropriate situation arises. But the weight of past experience, which has been influenced little if at all by the theoretical activity, soon suppresses this notion.

Contrast this paradigm with the cyclic paradigm in which each teaching act is related to relevant theoretical aspects of the client's problem. Theoretical activity evolves from "practical" experience and leads directly back into practice. Systematically the practitioner describes and analyzes each new problem, on the basis of available theoretical knowledge influenced by "practical" experience in previous cycles he hypothesizes solutions and prescribes a treatment most likely to solve the client's problem, he treats the client and observes the consequences, and returns to the theoretical portion to begin a new cycle built upon the cycle just completed. These activities and their interrelationships are represented by an elaboration of the cyclical paradigm:


Treating
Seeking Evidence on Consequences
Doing
"Practical"
Theoretical
Proposing
Reflecting
Prescribing
Hypothesizing
Describing
Analyzing

Cyclical Paradigm of the Basic Activities Contained in the Three Phases of a Clinical Behavior Style

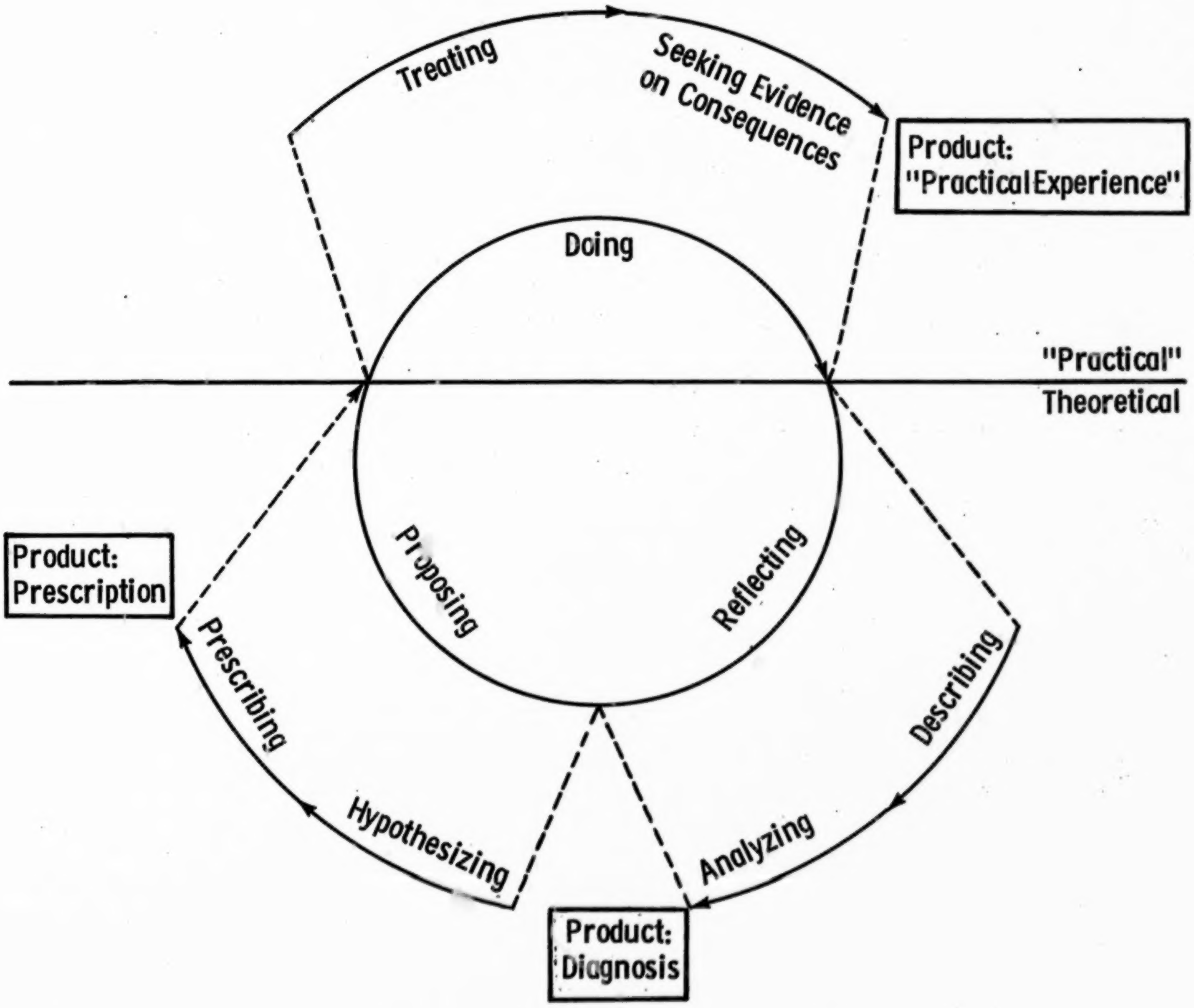
The reflecting phase involves describing the problem situation and analyzing the description into important elements and their interrelationships. A given problem may be described and analyzed within more than one theoretical framework;

selection of a framework must, be governed in part by what treatments are generated and in part by what consequences of these treatments (or related ones) have been observed in the past or can be defensibly predicted.

The proposing phase involves hypothesizing alternative solutions to the problem and selecting and adapting one of them in order to prescribe precisely what is to be done to serve this particular client in this particular situation. Different solutions may imply different procedures to be carried out by the practitioner as he treats his client. Selection of a solution will be in part influenced by the analytical framework used, in part by the feasibility of administering the implied treatment, and in part by the probability of success in this situation.

The doing phase involves treating the client and observing what happens subsequent to treatment. Seeking evidence on the consequences of treatment, and then viewing the treated client in his situation as a new problem to be investigated by re-application of the cycle, in the activity which allows the practitioner to "learn from experience."

Each phase of the cycle produces a characteristic product: reflecting produces a diagnosis, proposing produces a prescription, and doing produces practical experience. The Addition of these products to the cyclical paradigm results in the complete paradigm given earlier in the Rationale:


Treating
Seeking Evidence on Consequences
Product: "Practical Experience"
Doing
"Practical"
Theoretical
Proposing
Reflecting
Product: Prescription
Prescribing
Describing
Hypothesizing
Analyzing
Product: Diagnosis

Paradigm of Professional Behavior as a Cycle
of Theoretical and "Practical" Activities

Clinical behavior style in the mileux of current discourse on teacher education -- Review of the theoretical foundations of teacher education explored by thirteen leading educational researchers and theoreticians and summarized by John R. Verduin, Jr. [8] shows that the clinical behavior style paradigm for professional behavior is consonant with those foundations. To introduce the various theoretical research positions, Verduin points out that the times are ripe for teacher educators to prepare training programs which produce the "kind of critical, decision-making person necessary for teaching in our schools now and in the future."

---

[8] John R. Verduin, Conceptual Models in Teacher Education: An Appraoch to Teaching and Learning (Washington, D.C., The American Association of Colleges for Teacher Education, 1967).

AACTE

JOHN R. VERDUIN, Jr
Conceptual Models in Teacher Education

If one were to analyze teacher education now, it would not be difficult to find that the typical undergraduate program for teachers consists of foundations courses, methods courses, and a form of practicum. Does this produce the kind of critical, decision-making person necessary for teaching in our schools now and in the future? It may not be too difficult to answer no to this proposition.

What is known about the teaching act, knowledge and order of content, educational objectives, thinking and concept formation, and theories and paradigms for teaching? Further, what is known about the analysis of these important functions in our preparatory programs? Are we giving them proper consideration, or are we relying on the "intuitive" person to carry on the functions of classroom teaching in our public schools? Reliance on the intuitive person suggests that there is no distinct area of teacher education and that there never will be. This, too, is wrong, and many teacher education people are beginning to realize it.

To change these false notions, perhaps it will take the efforts more of practicing teacher educators than of the educational researchers and theoreticians to foster the needed change in preparatory programs. The change must occur in the college classrooms throughout the nation, for change at this grass roots level is what is needed for new designs in teacher education.

The clinical behavior style paradigm of professional behavior is intended to be used throughout the training program and future career to enable the trainee or practitioner to analyze the important functions mentioned by Verduin to act in accord with the analysis and to evaluate the consequences of the action. The emphasis in the program is on helping professors, trainees, and practitioners to adopt a stylistic manner of practicing within their profession which provides maximum opportunity for taking advantage of findings and analyses produced now and in the future by educational researchers and theoreticians.

Obviously the clinical behavior style paradigm can be regarded as a paradigm of inquiry. The importance of practitioners understanding inquiry processes so that they can facilitate development of productive inquiry in their pupils has been a major impetus for Suchman's work in inquiry training. He suggests that trainees can best understand inquiry by inquiring into the nature of students, curriculum, and the teaching-learning process during their training, and analyzing what happened to themselves as they inquired.

In this program model systematic inquiry is recommended not only to help trainees learn how to teach pupils to inquire, but to train them to use a style of professional behavior that provides optimum opportunity for self-improvement during their teaching career. Clinical and field experiences are designed to assist professors in engineering the build-up of new models in the trainee, and to assist the trainee in learning how to self-engineer the build-up of new models through interaction of actual teaching and reported findings and analyses of researchers, theoreticians and other practitioners.

At this point it might be instructive to compare the inquiry mode with the didactic function of the teacher in which he takes the major responsibility for engineering learning, particularly conceptual growth. The teacher can use language to influence the control center to retrieve from storage selected organizers for interpreting an encounter. Through words, stored models are retrieved, tried out, and perhaps held in abeyance if they are not compatible with the new encounter. Through continued interaction, other stored models are brought out. The teacher may use graphic or schematic models on the board in conjunction with the stored models. This assists the students in restructuring to search for the new, consistent model which, in turn, may lead to generating new encounters.

The teacher in this case has moved to influence the control box and has regulated its activity with language. This, in turn, has caused some internal restructuring within the student. The teacher, therefore, can engineer the buildup of new models out of old ones using language, symbolic systems like graphs, and deliberately introduced encounters, when needed. This is truly teacher-planned and teacher-engineered learning. The teacher may try to deal with each encounter in the light of the model that he is trying to develop. Further, the teacher must check to see if the model that the student is using, related to the new encounter, is the one that the teacher had in mind. This means that some sampling device or feedback is most necessary. Without this feedback, the student could go in much different directions than desired. From the feedback, the teacher assists the student at the action level either to test his new model on the encounter, or to go back to the intake box for new data for continued restructuring of existing models. The activity itself is the student's. The teacher is not giving him new knowledge or ideas. The teacher influences the sequence and direction of activity. Learning certainly can take place under these conditions, but this does not mean the pupil will learn about inquiry or how to inquire. Good didactics will always have a place in education, but it is not everything, Suchman claims.

One can begin to glean the importance of the above theoretical discussion[4] on the inquiry process for the teacher education program and student.

The goals subscribed to by Suchman and his inquiry process are most consistent with current educational thought. Inquiry with experimentation, investigation, discovery, and thinking are processes that hold real meaning for education today, and probably will for some time. Therefore, the meaning of the inquiry process developed by Suchman has particular importance at this time. The teacher of tomorrow should have an awareness and a working knowledge of this important process. The preservice teacher should examine carefully what is meant by meaning[5] and new encounters, and how to evolve these in his teaching process. Further, asking questions and responding to students are important facets of the inquiry process that should be understood and used by the preservice student. Finally, the act of focusing and refocusing on problems at hand are important operations that the student must know. The teacher education student must also have a good knowledge of the content that will be taught to enable him to develop the appropriate experiences and materials for true inquiry.

---

[4] For a complete discussion and kit on the actual operations and materials necessary for the inquiry process, see Suchman (3).

[5] For more discussion on meaning, see Suchman (2).

Although Suchman has confined his experimentation into the inquiry process primarily to elementary school children, this process can be used at any level of education. Therefore, an awareness of the process and experience using it should come at the teacher education preparatory level. A basic understanding of the theoretical model and its functions, the awareness of the requirements necessary for active and meaningful inquiry, and the understanding of the role[6] that the teacher must play to enhance inquiry are important factors for teacher educators to consider in their programming of experiences. Suchman suggests that since inquiry produces learning, the teacher education student should inquire into the nature of students, curriculum,[7] and the teaching-learning process. There is no better way to learn about inquiry than to inquire and then analyze what has been done. Opportunities for inquiry into the behavior of public school students, the way in which students learn, the means of developing materials, and actual operations of the classroom must be present for the teacher education student. They provide the new encounters in the inquiry process. The teacher education student can find out or experience the actual inquiry about the entire classroom himself. Follow-up discussions with the instructor and the exchange of experiences with others will then help the student to start developing the consistent models necessary for effective inquiry. Instruction through readings and other experiences plus the continued experiencing of the actual classroom operations (new intake) will continue the process of effective model building. In this teacher education process the instructor must continue to supply new organizers for the student until the models on teaching and learning desired by the instructor are consistent with his student's models.

This process, of course, is far different from existing ones on teacher education where primarily untried models are given to the student for storage only. However, this development of appropriate behavior through actual experiencing is most important. Suchman states that the inquiry process affords an openness for continued learning and inquiry by the future teacher. Few teacher educators would argue against this goal.

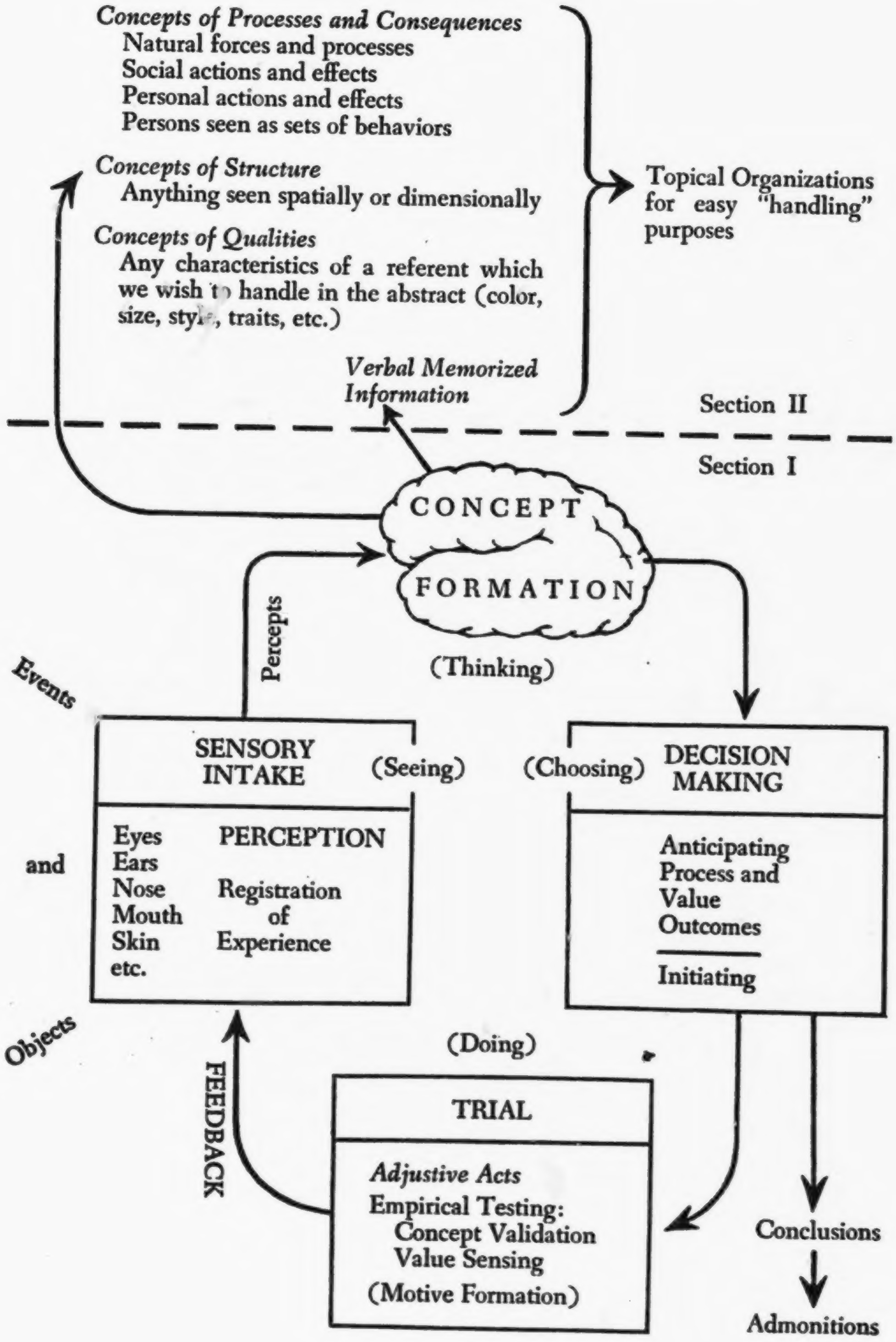
---

[6] For more discussion on the role of the teacher, see Suchman (6).

[7] For a discussion on inquiry and the curriculum, see Suchman (4).

Woodruff has developed a cyclical model relating conceptual processes to decision-making processes which represents extra-school learning centered in experience rather than verbal abstraction. His belief that it is a fundamental error to assume that normal experience-centered learning can be suspended in school while verbal exercises are carried on is shared by those who developed this teacher preparation program model. Clinical and field experiences have been designed throughout the curriculum to train the trainee to "learn from experience" as he serves his clients; emphasis is continually placed on aiding the trainee to achieve harmony between actual teaching situations experienced and concepts possessed.

Figure I.—The Cognitive Cycle in Behavior and Learning with Forms of Conceptual Elements Located in Relation to the Decision-Making Process.[5]


Concepts of Processes and Consequences
Natural forces and processes
Social actions and effects
Personal actions and effects
Persons seen as sets of behaviors
Concepts of Structure
Anything seen spatially or dimensionally
Concepts of Qualities
Any characteristics of a referent which we wish to handle in the abstract (color, size, style, traits, etc.)
Verbal Memorized Information
Topical Organizations for easy "handling" purposes
Section II
Section I
CONCEPT FORMATION
(Thinking)
Percepts
Events
and
Objects
SENSORY INTAKE
(Seeing)
Eyes
Ears
Nose
Mouth
Skin
etc.
PERCEPTION
Registration of Experience
(Choosing)
DECISION MAKING
Anticipating Process and Value Outcomes
Initiating
(Doing)
TRIAL
Adjustive Acts
Empirical Testing:
Concept Validation
Value Sensing
(Motive Formation)
FEEDBACK
Conclusions
Admonitions

The verbal statement (structural concept) for the lower part of the model (Section I) would be as follows:

> Human behavior and learning operate in a cycle beginning with referential-perception input and followed by assimilation, accommodation, try-out, and feedback to referential-perception input. Conclusions are products of decisions, and admonitions are derivations from conclusions.

The organization of the upper part of Figure I (Section II) may be described as follows:

Cognitive meanings take several forms in the brain, each having a different potential for decision-making process or behavior.

1. Percepts (the sensory beginnings of concepts).
2. Concepts (organized perceptions; the elements from which decisions are made) are of three kinds:
    a. Processes—a concept of a process, event, or behavior and the consequences it produces when it occurs.
    b. Structures—a concept of an object, relationship, or structure of some kind.
    c. Qualities—a quality is a property of an object or process and has no independent existence.
3. Derivations from conceptual knowledge.
    a. Topics—categories of knowledge for "filing" purposes.
    b. Data—items of information (verbal form) related to concepts.
    c. Definitions of terms—condensed and generalized concepts.[6]

Woodruff states that this model of learning and behavior is much like a computer, because there is energy input, in fact a complete energy system, thus the term cybernetic. Input of perceptions enters through the senses from the real world outside to the brain system. They are held in storage at the beginning, but these bits of perceptions begin to become associated in time as they relate to meaning from the past. As the meanings from these bits of past perceptions become associated with one another they form concepts. The concepts at this stage can be either large or small, complete or incomplete, specific or general, or concrete or abstract ideas. However, as these concepts accumulate, they begin to act as mediating variables, which means they are inside the organism between the intake stimuli and the responses that come from them; they (in turn mediate to) shape the behavior of the individual.

The move is thus made from the concept formation stage to the decision-making one. Decision-making is choosing on the basis of accumulated ideas. The person looks at the new situation and makes a decision which is harmonious with and produced by stored concepts, and out of this kind of mediation emerges the next stage of the trial or adjustive act. This is the way the individual meets the situation that has stimulated him.

Through this trial performance the individual is putting his ideas to a test in operation, which involves him in consequences. The consequences in turn cause a feedback to occur, and as a result of the feedback there is an entering of percepts into the system again. Therefore, the entire system is cyclical in nature, with new percepts coming in to form concepts, which in turn are acted upon by the decision-making and trial process and feedback.

This cognitive cycle will continue to function until the situation with which the individual is confronted is harmonious with the concepts that the individual possesses. In this case ideas give rise to behavior, which gives

combining concrete concepts is that it helps the individual to predict what is going to happen. These are termed predictive variables by Woodruff.

rise to fresh input and alters the ideas. Woodruff suggests that this can be called natural empirical learning. This is the kind of learning that a person goes through in his experiences at work, in the neighborhood, and at home. The individual learns as he goes along, finding that concepts control behavior in the making of decisions. Decisions lead to acts and acts to consequences. The consequences then lead to fresh input and an alteration of ideas. In everyday learning outside the school the cycle goes around and around.

With this model kept in mind, Woodruff states that there is no such thing as learning in any real sense. There is nothing but behavior, and behavior changes while it is going on. Learning, therefore, is a change in behavior. This requires an experience-centered learning curriculum, which, Woodruff argues, is not present to any great extent in schools today. The curriculum currently is concerned mostly with symbolic knowledge. He believes it is a fundamental error to assume that the normal cycle of behavior can be suspended in school while a massive verbal exercise is carried on, with the expectation that this exercise can somehow alter the behavior which occurs when the normal cycle is again permitted to operate.

The teacher education student should have a knowledge of and experience in programming experiences for concept formation as advocated by Woodruff. This requires that one understand the concepts, the use of knowledge, and the media and materials appropriate for the unit. Carefully designing the unit according to the principles of concept formation will, therefore, insure a desired outcome.

There are perhaps two other significant implications for teacher educators and students to consider from Woodruff's work. One is the use of media and materials. If the idea of concept formation is to be followed closely, the sensory input area becomes very important. Basic concepts are formed from a direct experience of the real world around the young student. Therefore, the student must perceive these experiences directly from the outside world through various kinds of media and material. Also, if the basic percepts have been previously acquired by the student, the teacher must then move from sensory input to the concept organizing process. This, too, requires media and materials to some extent—to evoke recall, provide focus, and place the percepts in the learning cycle. Thus, media and materials play an important part in concept formation.

The second implication is that the teacher must have a good knowledge of the idea to be taught before he can begin. This requires an understanding of the concepts that the teacher will teach and enough depth on the subject to enable him to show the students, not tell them, to enable the students themselves to build the concepts. Media and materials find their way into this process also.

In summation, to use Woodruff's work on concept formation and designing units for effective teaching may require some significant changes in teacher education. However, if these processes are acquired by the future teacher, a much higher and more analytical level of performance will be practiced in the school classroom. This should be considered a most desirable goal for teacher education.

Verduin discusses teacher education implications of Woodruff's work mainly in terms of helping the trainee understand the model so that he can better teach concept formation to his pupils. However, the clinical behavior style paradigm can be regarded as a concept formation model, where the proposing phase corresponds to Woodruff's concept formation and decision-making stages, the doing phase corresponds to his trial stage, and the reflecting phase corresponds to the sensory intake stage. Thus the model is appropriate for designing experiences to influence the operation of the trainee's own conceptual processes as well as the content of those processes.

Maccia's philosophical work on educational theorizing undergirds many of the conceptual schemes used to formulate the clinical behavior style paradigm and specific clinical experiences discussed below. Her work on "theory models" is especially appropriate for designing experiences which aid the trainee in getting a veridical view of behavioral science, and which aid him in analyzing instructional problems using a variety of conceptual frameworks. In the "theory models" approach to conceptualizing educational phenomena, theories from the behavioral sciences (or elsewhere) are not directly applied to those phenomena in the sense of either providing a ready-made conceptual structure or of providing a deduced conceptual structure. Elements from non-educational theories are selected, modified, and arranged to provide a model from which a theory of educational phenomena can then be devised.

This model-formation step between behavioral science theories and educational theories is an essential component of the analyzing and hypothesizing behaviors that occur in the reflecting phase and the proposing phase of the clinical behavior style. Course work experiences and clinical experiences should be designed to enhance this invaluable skill in all trainees and practitioners.

Rather the theory models approach is retroductive. In this case theory is not taken for theory, but theory is taken as a model of theory. She states:

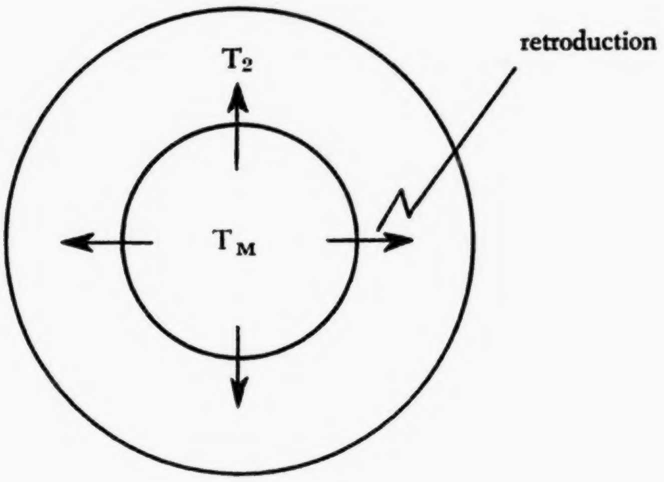
> In forming the theory model, elements from the theory are selected and arranged. The elements may be modified in any way required for a point-of-view which will lead to the devising of adequate theory. From the theory model, one devises the theory. It is important to note that there is no *a priori way* of determining whether a theory model will produce an adequate theory just as there is no *a priori way* of determining whether a theory is adequate. The theory model must be tried out. Stated differently, just as theorizing should be done in a context of data, so theory model forming should be in the context of theorizing. This process of devising is called retroductive, since the theory that is devised (conclusion) contains more than the theory from which it was devised (premises). The implication, therefore, can only lead back from conclusion to premises.[14]

Figure VI summarizes the Theory Models approach to educational theorizing.

Figure VI.—Theory Models Approach.[15]

$$\text{Other Theory} \xrightarrow{\text{model formation}} \text{Theory Model} \xrightarrow{\text{retroduction}} \text{Educational Theory}$$

(or)



Retroductive (Theory Models) Approach

Finally, the Theory Models approach might appear to be redundant, because a theory is taken to be a model insofar as a theory represents some aspect of reality. However, Maccia states that "identification of theory and model which is rooted in the representational sense of 'model' leads to a disregard of the approach to theory construction in which one theory is a model for yet another theory, but is not the same as the theory for which it is a model. Unless models are considered as a source of theory, they cannot function in theory construction."[16]

Maccia herself suggests that the teacher educator and his students should have some working knowledge of what an educational theory is composed, how it can be constructed, and how it can be tested and verified. She feels that the entire teacher education professional component should be inquiry-oriented, whereby the students and instructor explore together the study of education. Having a sophisticated knowledge base of theory and theory development provides the students with the tools to do this, and removes to a certain degree the old trial-and-error way of operating. This knowledge base adds to the analytic behavior of the young student who will in time assume his position in a school.

The exploration of theories and theory construction can be accomplished by the instructor who keeps the work at the level of the students. Perceiving these sophisticated notions at the student's level of understanding will lead to more meaning and move the student to the stage of becoming inquiry-oriented. This type of instruction requires instructor awarness of Maccia's basic notions.

Maccia emphasizes what appear to be two salient ideas for her theory of formal instruction: (a) solving problems covering all aspects of human living, (b) having a knowledge of the structure in content organization. These important ideas must receive careful attention from the teacher educator and his students. Effective problem solving can occur only when doubt or uncertainty is present, which can occur only when alternatives are present for selection. Only the correct organization and structure of the content can lead to appropriate alternatives for selecting and testing. These are the prerequisites for solving human problems. The future teacher must have both experience in significant problem solving and also a good knowledge of the content area. This is no simple task; but if it can produce a sophisticated, analytical teacher for the classroom, it is well worth the effort.

Gage's analysis of paradigms and theories is compatible with Maccia's work; his characterization of paradigms as prototypes of theories is similar to her use of "theory models" as prototypes for theories. Paradigms or theory models represent ways of thinking or patterns for investigation that can be tried out as one phase of theory development. At the present time paradigms or theory models are limited in scope, and require much testing and verification before they can produce fruitful theories. Moreover, many many paradigms will be required to conceptualize various aspects of educational phenomena.

Hence teaching activity based on defensible testable knowledge will involve selecting appropriate paradigms which can be intermeshed, developed, and tested. The clinical behavior style can be regarded as a paradigm for effectively working with paradigms. For some time to come analytical structures will be in a continual flux of change, which in the past has tended to cause more practitioner bewilderment than enlightenment. The training program described here is intended to produce more enlightenment than bewilderment.

To begin with, Gage states that:

> Paradigms are models, patterns, or schemata. Paradigms are not theories; they are rather ways of thinking or patterns for research that, when carried out, can lead to the development of theory.
>
> Paradigms derive their usefulness from their generality. By definition, they apply to all specific instances of a whole class of events or processes. When one has chosen a paradigm for his research, he has made crucial decisions concerning the kinds of variables and relationships between variables that he will investigate. Paradigms for research imply a kind of commitment, however preliminary or tentative, to a research program. The investigator, having chosen his paradigm, may "bite off" only a part of it for any given research project, but the paradigm of his research remains in the background, providing the framework, or sense of the whole, in which his project is embedded.
>
> A second characteristic of paradigms is that they often represent variables and their relationships in some graphic or outline form. Events or phenomena that have various temporal, spatial, causal, or logical relationships are portrayed in these relationships by boxes, connecting lines, and positions on vertical and horizontal dimensions. The classical portrayal of Pavlovian conditioning, shown in Fig. 1, illustrates this aspect of a paradigm. The left-hand part of Fig. 1 shows an unconditioned stimulus, S_1, eliciting a response, R. The center part shows S_1 being regularly preceded by another stimulus, S_2. Eventually, as shown in the right-hand part, S_2 alone becomes able to elicit R.

Figure 1. A Paradigm for Pavlovian Conditioning.

$$\begin{tikzcd}
 & & S_2 \arrow[dr, dashed] & & & \\
S_1 \arrow[r] & R & S_1 \arrow[r] & R & S_2 \arrow[r] & R
\end{tikzcd}$$

> Here, the paradigm's generality implies that the process will occur regardless of the particular kinds of stimuli and responses involved. The stimuli may be bells, food powder, lights, words, electric shocks, the sight of people, an approving "uh-huh" expression, or whatever; the response may be salivation, muscle movement, increased heartbeat, use of the word "I," favorable self-references, or whatever. The paradigm is intended to be general and apply to all of the possibilities. It can serve research by suggesting that various specific instances of the general classes S_1, S_2 and R be tried. Also, various temporal relations between S_1 and S_2 can be explored; thus, the question can be raised whether S_2 must always precede S_1, and whether the interval between S_1 and S_2 affects the conditioning process. In this paradigm, the horizontal (left-right) dimension is a temporal one.[2]

Regarding their effectiveness Gage further states that:

> Paradigms, like theories, can be either explicit or implicit. Some have been set forth by their authors in full panoply, with diagrams and elaborations of their connections with completed or projected research. Other paradigms are implicit in what authors have done or proposed by way of research; in these cases, we shall seek to use the paradigm as an intellectual tool for examining crucial aspects of research on teaching.
>
> Choice of a paradigm, whether deliberate or unthinking, determines much about the research that will be done. The style, design, and approach of a research undertaking, indeed, the likelihood that it will bear fruit, are conditioned in large part by the paradigm with which the investigator begins. Whether he will perform an experiment, in the sense of actually manipulating one or more variables, or a correlational study, in the sense of studying relationships between variables measured as they occur in nature, may be determined by his paradigm.
>
> Whether he will seek relationships between variables that have some genuine promise, based on logical and empirical grounds, of being related, may be determined by his paradigm. At one extreme, his paradigm may lead him to search for relationships between variables that have a good likelihood of being related. So one investigation may examine the correlation between the teacher's authoritarianism on a verbal, printed test, and the teacher's likelihood of non-

> promoting students, because a paradigm (implicit in this case) portrays a connection between these variables; in one investigation the results supported the hypothesis and the paradigm was strengthened. At the other extreme, the paradigm may lead inevitably to negative results. Thus a paradigm may lead to an investigation of the correlation between the teacher's authoritarianism and his effectiveness in producing gain in reading achievement; explication of the paradigm underlying this project might suggest in advance the forlornness of any hope that such a relationship will materialize.[3]

In the above discussion, it can be seen that paradigms must be general, can be either explicit or implicit, and must indicate the relationship between the variables. Further, the paradigm should show how the variables react on one another and indicate what is important in a person's schemata of something. Only after considerable testing and verification can a model or paradigm advance to the theory stage.

In regard to the second half of the title of this chapter, Gage suggests that the single term "teaching" can be quite misleading, if it is taken to imply that a single theory can cover a wide variety of teacher activities. There is, therefore, no such thing as a single theory or model for all aspects of teaching. It must be broken down into smaller models, such as teaching for cognitive development or teaching for conditioning (the obverse of the corresponding conceptions of learning). At this time, there is no metatheory of teaching which puts all of its aspects and forms together into a grand model. Since paradigms are necessary for the development of theories, and since theories are important for analysis and for trial purposes, Gage offers some guides to what is necessary for such development. His illustrative analysis of teaching[4] may assist educators in the development of paradigms for classroom work.

Gage first suggests that *types of teaching activities* have a bearing on the development of appropriate models for teaching. The kind of activity the teacher engages in—explaining, guiding, making assignments, etc.—must be specified. Gage feels that one model or theory cannot encompass all of these activities.

Gage next identifies *educational goals* as an important facet of teaching. Does teaching take the same form for cognitive, affective, and psychomotor objectives? Would one process or model cover all of these goals? Gage again argues that no one model or theory would apply to the development of thinking, attitudes, interests, physical abilities, etc.

The third analysis for consideration would be that according to what Gage terms *components of teaching corresponding to those of learning*. This analysis refers to a mirror image of the learning process and involves such things as motivation-producing, cue-providing, response-eliciting, and reinforcement-providing. Again, all of these aspects of teaching cannot be subsumed under one model for the teaching act, because, for instance, motivation-producing entails different activities and variables from reinforcement-providing.

The fourth analysis for the analysis of teaching suggested by Gage *derives from kinds of learning theory*. Illustrations of these kinds of theory would be conditioning theory, identification theory, and cognitive theory. Different kinds may be appropriate for different kinds of teaching in different situations, and expecting them to yield a single theory on teaching, argues Gage, would be inappropriate. A unified model should not be sought, because cognitive restructuring involves different views of teaching from either identification or conditioning, and so forth.

These four analyses imply that "no single theory of teaching should be offered that would attempt to account for all activities of teachers, that would be aimed at all objectives of education, that would involve all components of the learning process, in a way that would satisfy all theories of learning."[5]

From these analyses, in what direction should the educator go? Gage suggests that one can draw upon various resultants of these analyses and combine them to form a model for development, testing, and analysis. In other words, the teaching activity depends on the nature of the educational goal selected. From this selection one would move to the appropriate component of the learning process and then to the theory of learning that would best accomplish the particular objective. Each phase of the paradigm must fit each other one.

Gage sees a need for some structuring of the teaching function. Theoretical analyses of teaching are as important as theories of learning and should be developed alongside learning theories rather than inferred from them. The emphasis again is on theories (plural) because no single, unified theory can encompass the varieties of elements analyzed and described by Gage. And of course, before validated theory can be achieved, paradigms must be developed and tested.

Since models of many aspects of teaching are lacking, more development of models is necessary. This development can make explicit some internally consistent specifications in a model and test them. When models appear to be useful, ways of implementing them may be sought. The development of paradigms helps to form a conception of what elements are important and what relationships exist among these elements. A careful examination of the elements of teaching, a review of pertinent data from other sources, and the testing of existing models (highly endorsed by Gage) would be the starting points for paradigm development and testing.

Now that the general paradigm of clinical behavior style of teaching has been discussed and related to contemporary research and thought on teacher education, some concrete illustrations of how the paradigm can be implemented in an actual training program will be given. The illustrations should be regarded as one possible form that a program could have, not as the only possible form. Other experiences and combinations of experiences can be designed to fit the clinical behavior style paradigm; this program model is recommending implementation of the paradigm in teacher education, not adoption of the particular concrete illustrations given.

For the educator who works directly with prospective teachers, attention should be focused on the teaching act through appropriate analysis, synthesis, and evaluation of ideas. Several writers have identified important variables and strategies developed to the point where immediate use is possible. The teacher educator and his students can: (a) begin to use and test selected logical dimensions in their simulated teaching; (b) define and test certain strategies for cognitive growth; (c) identify, program, and test selected pedagogical moves for teaching; and (d) propose and test ideas on inquiry. Analysis of classroom interaction can be accomplished with a high degree of accuracy after training. Viewing and analyzing the classroom group, school, or school system can place values, goals, and expectations in proper perspective for effective learning and behavioral change. Finally, future teachers, through teaching strategies and concept formation, can begin to develop and design effective units of learning for trial testing and evaluation. The careful search, then, for new methodology and programming of experiences planned to accomplish specified outcomes can be important in teacher education, and the analysis of teaching strategies should receive careful attention from future teachers.

It seems important for those in teacher education to give closer attention to educational goals, within both the affective and cognitive domains, and the meaning they have for the teaching-learning process. A more careful statement of goals, the programming of activities to goal achievement, and the necessary checking of goal attainment can be done with more analytic precision.

This book includes some ideas on using and structuring curriculum experiences in the areas of knowledge and content to provide the future teacher with some guidelines for better teaching. Utilizing these guidelines should foster more effective learning in elementary and secondary school students and in turn provide for more critical work by their teachers. Understanding and using these guidelines must occur at the preservice level.

Sufficient ideas were presented on cognition and concept formation to assist the future teacher in defining necessary dimensions of learning. Careful review of basic concept formation at the preservice level and active participation with elementary or secondary students in applied or simulated situations can help the future teacher to develop the appropriate behavior to carry on this important function. Understanding and experience seem imperative. Also, consideration for higher level thinking should be fostered in the new teacher through a review of parts of this book. Clearly, several important reported studies can assist the teacher educator in his efforts to teach thinking above the knowledge level.

Finally, it would appear both possible and quite necessary for the teacher educator and his students to engage in the creative work of proposing, testing, and evaluating different kinds of selected teaching-learning experiences in a kind of controlled laboratory situation. Novel models and paradigms, as well as established ones, can be tried and checked, promoting more analytic and critical behavior. This kind of active prescribing and testing seems desirous in an inquiry-oriented teacher preparation program.

Whichever experiences are finally selected for implementation, a basic proposition should always be kept in mind:

Proposition:

> It is proposed that a trainee, since they tend to teach as they have been taught, be exposed to the kind of professional behavior he is expected to attain. In other words, teacher preparation program must itself be a model of creative teaching, continual critical self-evaluation, disciplined inquiry and exploration, national innovation, and professional cooperation among various disciplines and specialities, adaptation of program to individual differences.

THE CLINICAL EXPERIENCE SEQUENCE

Curriculum designers who value the inquiry orientation to teacher training are implicitly obligated to provide examplary models of inquiring behavior as well as opportunities for students to practice various aspects of inquiring behavior. The development and utilization of a specified framework combining inquiry with the task of understanding how to manipulate instructional variables is therefore needed.

Within such a framework the content and sequence of the professional teacher training experiences can be derived and ordered. Perspective can be achieved regarding the context and position of clinical experiences in relation to the total range of the trainee's learning experiences. Clarity is enhanced and a check is provided against the exclusion of content and activities important to the development of a clinical behavior style of teaching.

A POTENTIAL FRAMEWORK -- Professor Elizabeth S. Maccia strongly supports an inquiry-oriented teacher education program. She suggests that the development of cognitive claims (i. e. , hypothesis construction) and the justification of the claims (i. e. , hypothesis testing) represent the two important dimensions of inquiry behavior. She outlines the act of scientific inquiry as follows:

The Complete Act of Scientific Inquiry[9]

1. Development of Cognitive Claims: Theory Construction Tasks

    1.1. Setting forth Terms (Variables)

    1.2 Relating Terms (Variables) to Form Propositions (Hypotheses)

    1.3 Relating Propositions (Hypotheses) to Form Theory

2. Justification of Cognitive Claims; Theory Verification Tasks

    2.1 Collection of Data

        2.1.1 Specification of Indicators

        2.1.2 Specification of Design

    2.2 Interpretation of Data

The development of cognitive claims corresponds to the reflecting and proposing phases of the clinical behavior style, while the justification of cognitive claims corresponds to the doing phase. Although Maccia's description of scientific inquiry is being used to develop a particular framework to illustrate how clinical experiences can be systematically derived and organized in a teacher preparation program, inquiry is to be regarded within the context of serving clients, not producing scientific knowledge. These two uses of inquiry cannot be completely separated from one another but one can be emphasized more than the other. As a practitioner operates within the clinical behavior style, inquiry is used primarily to enhance the knowledge and skills of the inquirer (practitioner) as he serves his clients, not to enhance some discipline of knowledge per se.

The elements of Maccia's view of the "act of inquiry" are accepted as the first dimension of the framework. The implication for an inquiry-oriented teacher education program is that if trainees are to acquire theory that can be related to practice it must come from experiences which allow for theory verification (doing) as well as for theory construction (reflecting and proposing). Thus, a framework providing the organizing structure of an inquiry-oriented program must allow for both types of activities. Flaws in educational theory that cause practitioners ultimately to call it "useless" could be identified systematically if verification procedures were built into the teacher training program.

---

[9] Ibid, pp. 126

A two-dimensional matrix of these dimensions forms a comprehensive framework for systematic derivation and sequencing of professional teacher training experiences, as illustrated in the following figure.

A GUIDING FRAMEWORK FOR SPECIFYING PROGRAM CONTENT

		Act of Scientific Inquiry				
		Development of Cognitive Claims: Theory Construction Tasks			Justification of Cognitive Claims: Theory Verification Tasks	
		I. Setting forth terms (variables)	II. Relating forms to term propositions (hypotheses)	III. Relating propositions to term theory	IV. Collection of data	V. Interpretation of data
Instructional Variables	A. Classroom Situations					
	1. Substantive Dimensions	☐*	☐	☐	☐	☐
	a. content	☐	☐	☐	☐	☐
	b. products	☐	☐	☐	☐	☐
	c. operations	☐	☐	☐	☐	☐
	2. Behavioral Dimensions	☐	☐	☐	☐	☐
	a. learner characteristics	☐	☐	☐	☐	☐
	b. group climate	☐	☐	☐	☐	☐
	c. teacher action	☐	☐	☐	☐	☐
	3. Environmental Dimensions	☐	☐	☐	☐	☐
	a. organization	☐	☐	☐	☐	☐
	b. physical conditions	☐	☐	☐	☐	☐
	c. technologies	☐	☐	☐	☐	☐
	B. School and Community Contexts	☐	☐	☐	☐	☐
	1. socio-economic make-up	☐	☐	☐	☐	☐
	2. physical plant	☐	☐	☐	☐	☐
	3. organization	☐	☐	☐	☐	☐
	4. political influence, leadership . . .	☐	☐	☐	☐	☐
	5. human resources	☐	☐	☐	☐	☐

*Complete specification of the program would necessitate entrance of all relevant and appropriate data in each cell of the matrix. For example, the cell marked with an asterisk would contain all terms that should be known by the trainee regarding the substantive dimension of instruction.

THE INQUIRY DIMENSION--The first set of tasks for theory construction (development of cognitive claims) requires the specification of all terms whose meaning is essential to further concept development. Described in somewhat different words, the task is one of selecting vocabulary that is prerequisite to comprehending relationships. This may appear to be an obvious first step, but all too often awareness and understanding of the precise meanings for professional terms are assumed but not made explicit. The negative consequences are clear: if understanding is incomplete, the lack of precise meanings and referents to attach to new terms and relationships results in a concept being partially learned or not learned at all. The specification of all necessary terms allows for rapid assessment of a trainee's readiness as well as precise direction for remediation. The learner activities represented here would include all those in which the object is recognizing and understanding meanings attached to terms necessarily included in the verbal repertoire of the professional teacher.

The second set of tasks in theory construction requires the specification of the relationships between verbal terms and the dynamic components in the instructional system. This is a considerably more difficult task than the first because the important relationships are less obvious than the terms. More empirical data is required for substantiating the meaning associated with a relationship than the meaning associated with a term. Similarly, a relationship represents a higher level of cognitive product than does a unit. The learner activities represented here would include all those whose objective is recognition and understanding of relationships among elements contained in the instructional system.

The third set of tasks is again more complex than either of the first two but is not necessarily more difficult., provided the first two have been well specified and mastered. This subset of activities incorporates the element of intention; the specification of objectives with their corresponding implications for the structure of instructional relationships. Knowledge of intentions and probabilistic relationships among instructional variables (task two) allows for the generation of propositions that direct action. The learning experiences included in this set all require judgments (real or hypothetical) regarding the manipulation of instructional variables. By definition, a proposition involves a proposal for action; combining the propositions for the purpose of formulating action requires analysis of the various relationships and speculation regarding their ideal relation to objectives. This type of activity necessitates a comprehensive view of the system, that is, the assumption of a theoretical position. It is at this point that a trainee is "ready" for clinical experiences. The clinical experiences provided here are most logically laboratory experiences (as contrasted with field experiences), since they are more easily controlled and exposure to all recommended activities can be assured.

The fourth set of tasks concerns theory verification activities. Specifications here require decisions relative to appropriate "tests" of the construction stage of the inquiring act. The learner activities include all those whose objectives concern a trainee's ability to select, perceive, identify, recognize, and/or classify relevant indicators of a proposition's credibility. Skill in observing, recording and categorizing reliable data that either lend support or cast doubt upon given hypotheses, propositions or value positions is beneficial for clarification and reinforcement purposes as well as for continuous evaluation of content and method.

The fifth and final set of tasks represents yet another type of theory verification activity; that of making valid interpretations of collected data. This subset incorporates the experiences whose objectives concern the making of sound generalizations from evidence acquired regarding instructional propositions. The ability to successfully display these analytical skills not only provides for theory verification, but frequently is productive and generative of new insights regarding instructional phenomena.

THE INSTRUCTIONAL VARIABLES DIMENSION--The second dimension of the structural framework incorporates the classes of variables present in any instructional situation. The variable classes are derived from models specified by Downey[10] and Biddle[11]. They are meant to represent an exhaustive set of categories for all variables present in any instructional situation. Any variable can be manipulated to induce intended changes in learners.

---

[10] L. N. Downy, The Secondary Phase of Education. 1965. pp. 87-89.

[11] B. J. Biddle and Ellena, W. J. Contemporary Research on Teacher Effectiveness. 1964.

Emphasis in the design of clinical experiences for these specifications was given to the variables encountered in classroom situations.

The classes of instructional variables in the framework provide the focus for attention; they become the objects around which the inquiry activities are centered.

USING THE FRAMEWORK FOR SPECIFYING AND ORDERING CONTENT

Specifying the content relative to each variable class and for each section of the inquiry act contained in the framework requires a scholarly and arduous task. Either horizontal specification through an entire variable class, and across all parts of the inquiry act is possible, or vertical specification down each set of inquiry activities for all variable classes, e.g., specifying all relevant terms represents a logical approach. On the other hand, one may wish to begin specification rather haphazardly at first, shifting from section to section as one thought suggests another in a different but somewhat comparable vein. The framework provides needed structure yet allows for shifting attention to diverse parts of the framework without loss of economy or power.

While the framework provides order and structure, it clearly requires other sources for deriving its substance. Selection and emphasis of potential content sources differs somewhat for the various sets of inquiry activities and instructional variables, but tends to follow a comparable general pattern.

Initial sources are most typically groups of specialists with varied backgrounds. They might be described as "engineering teams." The teams are comprised of scholars from the behavioral sciences as well as from fields of pedagogy. Some come to the task with strong research backgrounds while others have strong teaching backgrounds. Nevertheless, the team members generate lists of competencies they believe to be essential for successful teaching. These competencies are analyzed into content units that would be required for learning

Continuous review of such study and continuous selection and incorporation into the instructional system is required for continuous renewal. Yet more is needed in addition to scholarly review and selection from relevant literature. A procedure for continuous and systematic study and analysis of the tasks of teaching is imperative. Such a procedure is especially crucial to derivation, specification and evaluation of that aspect of the act of inquiry which Maccia calls "Relating Propositions to Form Theory." Most of the clinical experiences specified in the program model are representative of the part of the model concerned with "Relating Propositions to Form Theory;" these activities typically call for the trainee to "behave like" a teacher.

CLINICAL SEQUENCE MODULES

Studies of the tasks of teaching have been carried on for some years in the elementary schools which participate in the Michigan State University teacher education program. The teacher behaviors identified in these studies have been classified according to the instructional variables that the teacher manipulates and on the basis of when the variables were manipulated, i. e., prior to or during classroom instruction. The classified tasks are represented in the figure appearing on the following seven pages. On the first page, the general paradigm is illustrated, while the next six pages delineate the specific tasks included in each of the six instructional variables.

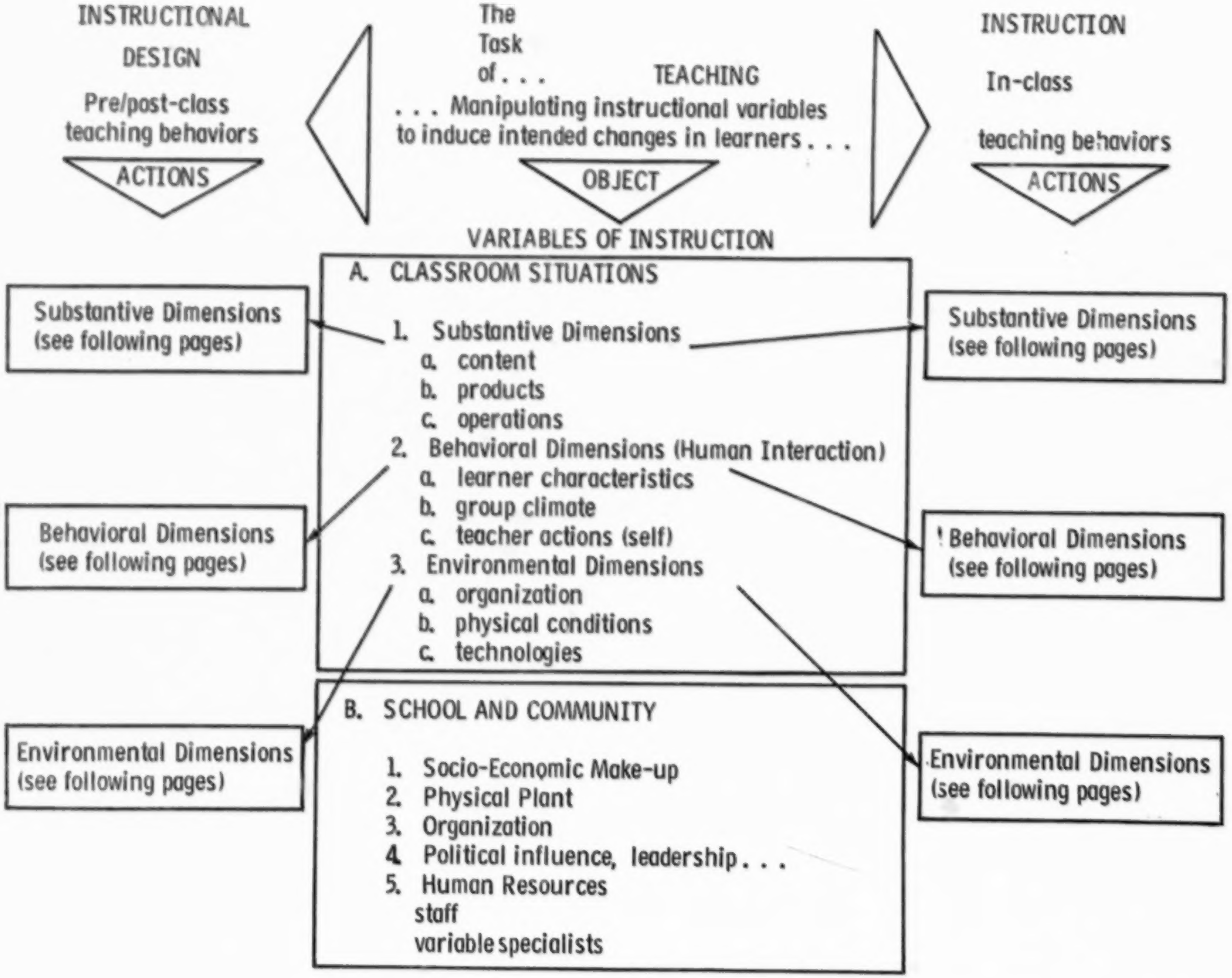
Using each teaching task as a stimulus, a team of persons designed at least two experiences that would provide a trainee with opportunities to practice and receive feedback regarding each of these known teaching tasks. Starting with the first pre/post-class teaching behavior designated in the left-hand column of the model, the team worked progressively down the list, specifying two experiences for each behavior. The in-class behaviors represented on the right-hand column were then specified in a like manner, again beginning with the substantive dimension and ending with the environmental dimension. These clinical experience modules are presented in this order in the following section.

Continuous review of such study and continuous selection and incorporation into the instructional system is required for continuous renewal. Yet more is needed in addition to scholarly review and selection from relevant literature. A procedure for continuous and systematic study and analysis of the tasks of teaching is imperative. Such a procedure is especially crucial to derivation, specification and evaluation of that aspect of the act of inquiry which Maccia calls "Relating Propositions to Form Theory." Most of the clinical experiences specified in the program model are representative of the part of the model concerned with "Relating Propositions to Form Theory;" these activities typically call for the trainee to "behave like" a teacher.

CLINICAL SEQUENCE MODULES

Studies of the tasks of teaching have been carried on for some years in the elementary schools which participate in the Michigan State University teacher education program. The teacher behaviors identified in these studies have been classified according to the instructional variables that the teacher manipulates and on the basis of when the variables were manipulated, i.e., prior to or during classroom instruction. The classified tasks are represented in the figure appearing on the following seven pages. On the first page, the general paradigm is illustrated, while the next six pages delineate the specific tasks included in each of the six instructional variables.

Using each teaching task as a stimulus, a team of persons designed at least two experiences that would provide a trainee with opportunities to practice and receive feedback regarding each of these known teaching tasks. Starting with the first pre/post-class teaching behavior designated in the left-hand column of the model, the team worked progressively down the list, specifying two experiences for each behavior. The in-class behaviors represented on the right-hand column were then specified in a like manner, again beginning with the substantive dimension and ending with the environmental dimension. These clinical experience modules are presented in this order in the following section.


INSTRUCTIONAL
DESIGN
Pre/post-class
teaching behaviors
ACTIONS
The
Task
of . . .
TEACHING
. . . Manipulating instructional variables
to induce intended changes in learners . . .
OBJECT
INSTRUCTION
In-class
teaching behaviors
ACTIONS
VARIABLES OF INSTRUCTION
A. CLASSROOM SITUATIONS
1. Substantive Dimensions
a. content
b. products
c. operations
2. Behavioral Dimensions (Human Interaction)
a. learner characteristics
b. group climate
c. teacher actions (self)
3. Environmental Dimensions
a. organization
b. physical conditions
c. technologies
B. SCHOOL AND COMMUNITY
1. Socio-Economic Make-up
2. Physical Plant
3. Organization
4. Political influence, leadership . . .
5. Human Resources
staff
variable specialists
Substantive Dimensions
(see following pages)
Behavioral Dimensions
(see following pages)
Environmental Dimensions
(see following pages)
Substantive Dimensions
(see following pages)
Behavioral Dimensions
(see following pages)
Environmental Dimensions
(see following pages)

IN-CLASS TEACHING BEHAVIORS

SUBSTANTIVE DIMENSIONS

1. devising subjects, sequence, tasks--selecting subjects for study and designing learning activities with pupils

2. changing subjects--adjusting and adapting selected subject matter to unanticipated pupil reaction(e.g., dislike, emotional tension, and interest)

3. changing sequence (reorganize)--altering anticipated sequence of content units to either (a) allow additional time for remediation and/or reinforcement or (b) eliminate attention to areas already known by pupils

4. changing tasks--modifying planned pupil tasks (e.g., assignments) to fit readiness level of individuals and/or small or large groups

5. changing pace--altering pace of content activities on basis of unforeseen pupil reaction (e.g., over-stimulation) and/or time problems

IN-CLASS TEACHING BEHAVIORS BEHAVIORAL DIMENSIONS

1. relating subject matter to pupils' interest, needs, abilities--providing referents and/or associations that link substantive to behavioral dimension

2. motivating pupils' attending behaviors--providing variety, pleasure, decision, concern and respect, challenge, advanced organizers, successful trials

3. explaining subject matter to pupils--interpreting terms, meanings, motives, in language that readily communicates to pupils

4. illustrating and/or demonstrating subject matter to pupils--providing relevant examples

5. questioning pupils regarding subject matter--providing verbal stimuli to initiate desired pupil response

6. acknowledging pupil contributions--responding to pupils' answers and suggestions, using their contributions for illustration, contrast, and comparison

7. assessing pupil grasp of content, products and operations--testing (could be by listening, watching, reading, etc.) for pupil ability, problems, and self-satisfaction

8. evaluating pedagogical logic and sequence of content units, pupil reaction to behavioral and environmental dimensions--testing for pedagogical soundness of instructional design

9. reporting to pupils about their progress-providing feedback, both positive and negative to pupils about their growth and behavior

10. extinguishing undesirable pupil behaviors--applying deviancy control techniques

11. directing pupils to the precise thing they are to do and/or attend--giving assignments, setting explicit expectations and/or giving exact directions relative to pupil and school functioning

IN-CLASS TEACHING BEHAVIORS

ENVIRONMENTAL DIMENSIONS

1. implementing managerial procedures for efficient group operation--pupil accounting, record keeping, collecting and distributing materials, amking instructional materials convenient and available, providing for orderly pupil movement, etc...

2. altering anticipated time and activity schedule--changing organization for assemblies, emergencies, pupil interests and desires

3. adjusting physical conditions for improved pupil comfort and/or learning efficiency--changing heat, lighting, seating conditions as needed

4. removing and/or relocating physical distractors from the environment--closing drapes, moving plants, globes, etc.

5. providing physical props to create a desired atmosphere--soft music for a calm and relaxing mood, lively music and/or exercise for stimulation

6. operating audio-visual equipment--setting up, starting, running, repairing, removing automated instructional equipment

PRE/POST-CLASS TEACHING BEHAVIORS
SUBSTANTIVE DIMENSIONS

1. selecting objectives for instruction--considering and choosing content, products, and operations for student attention in specified domains of human activity (cognitive, affective and psychomotor)

2. specifying objectives for instruction--stating behavioral descriptions of the expected capabilities of students in the specified domains of human activity

3. deriving subordinate capabilities--identifying the prerequisites of a given unit of a content which would permit the learning of the given units under a single set of learning conditions

4. sequencing subordinate capabilities--arranging and describing content units in a pedagogically reasonable order

5. specifying criterion behaviors--stating the expected terminal behavior in unambiguous operational terms, with conditions objectively stated and criteria for lower limits specified

6. designing learning conditions so that pupils are most apt to acquire specified content units--hypothesizing about and specifying in-class variables

7. ordering learner activities for variety and continuity--arranging diverse subjects and pupil tasks into a sequence that will optimize student attentiveness and self-motivation

8. designing appropriate measures for testing pupil attainment of objectives--constructing test items, specifying behaviors that would contribute to a behavior later on, etc.

9. obtaining professional information regarding substantive dimensions of instruction--keeping informed (acquiring, reading, studying, and questioning) about research and development relative to the content, products and operations in subject matter areas

PRE/POST-CLASS TEACHING BEHAVIORS BEHAVIORAL DIMENSIONS

1. reading and analyzing data on pupil characteristics and abilities--studying and interpreting such data as that obtained from individual pupil records, test results, diagnostic reports, etc. for cues regarding individual learners and learning styles
2. interacting with school related persons--discussing instructional variables with students, teachers, librarians, parents, community resources, etc.
3. reading and analyzing pupil products--studying results of student's work on assigned and/or selected tasks for diagnosing learner capabilities and/or possible problems in task performance and objective attainment
4. selecting and preparing both descriptive and prescriptive feedback for students--assigning grades, writing comments, suggesting new and/or remediating activities that will motivate as well as clarify direction
5. designing means for acquiring data about specific classroom groups--specifying items and constructing devices for obtaining sociometric data
6. reading and analyzing results of sociometric measures--studying and interpreting pupil's group behaviors as indicated by responses to sociogram, anecdotal records, recalled inclass behaviors, etc.
7. prescribing specific teaching behaviors that will affect pupils both as individuals and as group members--selecting pupil behaviors to encourage (reinforce)and/or discourage (extinguish) and means for accomplishing these ends
8. interpreting feedback about teaching actions--studying pupil responses to inquiries viewing self on tape, analyzing and/or comparing behaviors with those suggested by profession
9. designing means for acquiring data about teaching actions--selecting and specifying procedures for self-evaluation
10. obtaining professional information regarding behavioral dimensions of instruction--keeping informed (acquiring, reading, studying, and questioning) about research and development relative to learners, groups and teacher behaviors

PRE/POST-CLASS TEACHING BEHAVIORS ENVIRONMENTAL DIMENSIONS

1. selecting types of classroom groups and procedures for assigning individuals to the groups--ability groups, interest groups, age groups, flexible or static groups, voluntary or assigned groups, etc.
2. deciding on within-group structure (pupil clusters)--assigning members to teacher-selected groups and/or positions and locations to intact groups
3. deciding on classroom tasks necessary for maintaining an attractive and orderly classroom--selecting tasks, characteristics of persons to carry out tasks, procedures for delegating responsibilities, procedures for evaluating quality of completed task
4. carrying out classroom managerial tasks--making arrangements with custodial help, watering plants, moving desks, etc.
5. selecting physical props for the classroom--drawing on awareness of pupil interests and needs and matching this information with knowledge of available resources
6. assembling, and/or arranging physical props for the classroom--constructing bulletin boards, setting up acquariums, science corners, library tables, etc.
7. deciding on classroom rules necessary for maintaining an efficient and orderly classroom--permission and prohibitions, rules and regulations
8. deciding on means of enforcing rules and regulations--judgments regarding deviancies, e.g., rewards, punishments
9. deciding on means of communicating school and classroom regulatory procedures and enforcements to students--oral or written communication or both, at one time or as deviancies occur
10. selecting instructional media/technologies that "fit" behavioral and substantive dimensions--deciding what types of aids are most appropriate for the characteristics of given sets of learners and subject areas
11. preparing instructional media/technologies that are needed for in-class instruction--writing and duplicating handouts, obtaining and setting-up projectors, etc.
12. obtaining professional information about environmental dimensions of instructional variables--keeping informed (e.g., acquiring reading, studying, and questioning) about research and development relative to classroom organization, physical conditions, and technologies

Most of the clinical experiences included here were laboratory experiences (in contrast with field experiences). In order to assure that all critical experiences are encountered before the responsibility of internship, a laboratory approach is necessary. Thus each trainee is assured a comprehensive and varied set of experiences. Hopefully very similar experiences would be designed and encouraged for each trainee in the field, but logistical problems would naturally be a limiting factor. It is intended that the supervisors (intern consultants) in the field be trained to help the interns recognize and practice the actual classroom encounters with the experiences which are "life models" of those in the clinical experience sequence.

Following the section of modules based on the tasks of teaching that represent the aspect of inquiry Maccia calls "Relating Propositions to Form Theory" is a smaller and less complete set of modules representing "theory justification" activities. This second set of modules is brief and should be viewed as only a sample of the numerous and varied types of experiences trainees could undertake to develop skills in specifying relevant indicators and appropriate procedures for obtaining and interpreting the evidence regarding theory formulations.

```
*OBJECTIVES     1, TO DEVISE SUBJECTS, SEQUENCE AND TASKS IN CONCERT WITH 02481 27
                STUDENT IN ORDER TO FULFILL A STATED OBJECTIVE,  TO DESIGN02481 28
                LEARNING ACTIVITIES WITH PUPILS,  2, TO ANTICIPATE OPTIMAL02481 29
                GROUP INTERACTION AND DECISION•MAKING THROUGH CLASS       02481 30
                GROUPING AND LOCATION,                                    02481 31
*EXPERIENCE     1, THE TRAINEE WILL, IN WRITING! A, STRUCTURE A           02481 11
                HYPOTHETICAL INSTRUCTIONAL SITUATION BY SPECIFYING        02481 12
                LEARNER CHARACTERISTICS ≥E,G, AGE, ABILITY, BACKGROUND,   02481 13
                ETC,+, CONTENT AREA ≥E,G, THE COMMUNITY, CREATIVE WRITING,02481 14
                ETC,+, OBJECTIVES AND ENVIRONMENT,  B, ESTABLISH AN       02481 15
                APPROPRIATE CLASSROOM ARRANGEMENT AND GROUPING WHICH      02481 16
                WOULD OPTIMIZE GROUP INTERACTION AND DECISION MAKING,     02481 17
                2, IN AN A•V LABORATORY HE WILL THEN AUDIO TAPE RECORD HIS02481 18
                INSTRUCTIONS AND SYNTHESIZING ACTIVITIES WITH THE         02481 19
                HYPOTHETICAL CLASS,  THE INTENDED RESULT IS A GROUP PLAN  02481 20
                FOR SUBJECT, SEQUENCE AND TASKS TO ACHIEVE THE STATED     02481 21
                OBJECTIVES,  THE TRAINEE IS FREE TO REPEAT THE ACTIVITY   02481 22
                UNTIL HE IS SATISFIED WITH THE PRODUCT,  3, AFTER         02481 23
                SUBMITTING THE WRITTEN STATEMENT AND TAPE, HE WILL RECEIVE02481 24
                FEEDBACK FROM THE INSTRUCTOR REGARDING THE IMPROVEMENT OF 02481 25
                THIS PRACTICE TEACHING EXPERIENCE,                        02481 26
*SETTING        INDEPENDENT                                               02481 10
*MATERIALS      TAPE RECORDING EQUIPMENT IN AUDIO=VISUAL LABORATORY,      02481  5
                TAPES FOR STUDENT USAGE,                                  02481
*HOURS          1                                                         02481  6
*GENERAL        ALL CANDIDATES                                            02481  7
*LEVEL          ALL GRADES                                                02481  8
*FILE           GROUP PLANNING  SELECTING SUBJECT MATTER                  02481  9
```

```
*OBJECTIVES     TO DEVISE SUBJECTS, SEQUENCE AND TASKS IN CONCERT WITH    02482 25
                STUDENTS IN ORDER TO FULFILL A STATED OBJECTIVE,  TO      02482 26
                DESIGN LEARNING ACTIVITIES WITH PUPILS,  TO ESTABLISH,    02482 27
                EXTEMPORANEOUSLY, CLASSROOM GROUPING AND LOCATION FOR     02482 28
                OPTIMAL GROUP INTERACTION AND DECISION•MAKING,            02482 29
*PREREQJISITE   MODULE 1 ≥NS 11+                                          02482 30
*EXPERIENCE     1, THE TRAINEE IS ASSIGNED 6•8 FIFTH GRADE PUPILS FOR     02482 11
                WHOM BACKGROUND DATA ≥E,G, ABILITY, AGE, INTERESTS, ETC,+ 02482 12
                HAS BEEN GIVEN IN ADVANCE OF THE CLASS SESSION,  CONTENT  02482 13
                AREA AND OBJECTIVES ARE ALSO SPECIFIED,  2, THE TRAINEE   02482 14
                IS TO ESTABLISH AN APPROPRIATE SETTING FOR A MICRO•       02482 15
                TEACHING SITUATION WITH THE PUPILS IN WHICH               02482 16
                POSSIBILITIES FOR GROUP INTERACTION ARE OPTIMAL,  3, HE   02482 17
                IS THEN VIDEO TAPED AS HE EXTEMPORANEOUSLY INTERACTS,     02482 18
                QUESTIONS AND SYNTHESIZES SUGGESTIONS FROM THE PUPILS IN  02482 19
                ORDER TO FORMULATE A GROUP PLAN FOR SUBJECT, SEQUENCE, AND02482 20
                TASKS TO ACHIEVE THE STATED OBJECTIVES,  4, HE THEN VIEWS 02482 21
                THE TAPE WITH THE INSTRUCTOR AND RECEIVES FEEDBACK        02482 22
                REGARDING THE IMPROVEMENT OF THIS PRACTICE TEACHING       02482 23
                EXPERIENCE,                                               02482 24
*SETTING        INDEPENDENT                                               02482 10
*MATERIALS      1, VIDEO TAPE EQUIPMENT 2, 6•8 FIFTH GRADE STUDENTS       02482  5
                3, BACKGROUND DATA ON ABOVE STUDENTS,                     02482
```

```
*LEVEL          ALL GRADES                                         02482  8
*GENERAL        ALL CANDIDATES                                     02482  7
*HOURS          1                                                  02482  6
*EVALUATION     INSTRUCTOR JUDGMENT,                               02482 31
*FILE           SELECTING SUBJECT MATTER  GROUP PLANNING           02482  9
```

```
*OBJECTIVES     1, TO BE ABLE TO CHANGE SUBJECTS, ADJUSTING AND ADAPTING  02483 24
                SELECTED SUBJECT MATTER TO UNANTICIPATED PUPIL REACTION,  02483 25
                2, TO BE ABLE TO ANTICIPATE STUDENT REACTIONS TO SUBJECT  02483 26
                MATTER,                                                   02483 27
*PREREQUISITE   MODULE 2 ≥NS 12+                                          02483 28
*EXPERIENCE     1, THE TRAINEE PREPARES THE FOLLOWING ASSIGNMENT OUT-OF-  02483 11
                CLASS: A) STRUCTURE A HYPOTHETICAL INSTRUCTIONAL          02483 12
                SITUATION BY SPECIFYING LEARNER CHARACTERISTICS ≥E,G,     02483 13
                AGE, ABILITY, BACKGROUND, ETC,+, CONTENT AREA ≥E,G,       02483 14
                FRACTIONS, STORY-WRITING, GEOGRAPHY+, OBJECTIVES AND      02483 15
                ENVIRONMENT,  B, SUGGEST EMOTIONAL REACTIONS ON THE PART  02483 16
                OF THE PUPIL THAT MIGHT OCCUR IN RESPONSE TO THIS         02483 17
                SITUATION ≥E,G, EMOTIONAL TENSION, DISLIKE, ETC,+,        02483 18
                C, INDICATE HOW YOU WOULD IMPROVISE, ADAPT AND ADJUST THE 02483 19
                SUBJECT MATTER IN CLASS IF THESE REACTIONS OCCURRED,      02483 20
                2, THE INSTRUCTOR AND THE TRAINEE WILL THEN CONFER ABOUT  02483 21
                THE PAPER-AND-PENCIL REACTIONS PROVIDED AND FEEDBACK WILL 02483 22
                BE GIVEN REGARDING THIS EXPERIENCE,                       02483 23
*SETTING        INDEPENDENT                                               02483 10
*MATERIALS      BLANK                                                     02483  5
*LEVEL          ALL GRADES                                                02483  8
*GENERAL        ALL CANDIDATES                                            02483  7
*HOURS          1/2                                                       02483  6
*EVALUATION     INSTRUCTOR JUDGMENT,                                      02483 29
*FILE           SELECTING SUBJECT MATTER  ADJUSTING                       02483  9
```

```
*OBJECTIVES     TO BE ABLE TO CHANGE SUBJECT, ADJUSTING AND ADAPTING      02484 31
                SELECTED MATTER TO UNANTICIPATED PUPIL REACTION,          02484 32
*PREREQUISITE   MODULE 3 ≥NS 23+                                          02484 33
*EXPERIENCE     1, THE INSTRUCTOR RANDOMLY ASSIGNS THE TRAINEES A         02484 11
                ≥WRITTEN+ HYPOTHETICAL INSTRUCTIONAL SITUATION BY         02484 12
                SPECIFYING: A, LEARNER CHARACTERISTICS, CONTENT AREA AND  02484 13
                ENVIRONMENTAL SITUATION,  ≥E,G, YOU HAVE A HETEROGENEOUS  02484 14
                CLASS OF 30 THIRD-GRADERS IN A WORKING CLASS COMMUNITY,   02484 15
                IT IS YOUR OBJECTIVE TO HAVE THEM UNDERSTAND ECONOMIC     02484 16
                DECISION-MAKING,  THUS THEY ARE TO FORM GROUPS OF FOUR    02484 17
                ≥SELF-SELECTED+ AND EACH GROUP IS TO USE A PENNEY<S       02484 18
                CATALOG FROM WHICH THEY ARE TO PLACE AN IMAGINARY ORDER   02484 19
                FOR NOT MORE THAN $25 IN GOODS+  B, A REACTION BY THE     02484 20
                PUPILS TO THE TASK THAT IS TOTALLY UNANTICIPATED,         02484 21
                ≥E,G, TWO PUPILS REFUSE TO PARTICIPATE,  THEY SHOW VERY   02484 22
                OBVIOUS SIGNS OF EMOTIONAL TENSION AND WITHDRAW FROM THE  02484 23
                INSTRUCTIONAL SETTING,+  2, THE TRAINEE WILL THEN ACT OUT 02484 24
                THE NECESSARY ADJUSTMENTS AND ADAPTATIONS IN SUBJECT      02484 25
                MATTER TO COMPENSATE FOR THE UNANTICIPATED REACTIONS,     02484 26
                THIS EPISODE WOULD BE VIDEO-TAPED,  3, THE TRAINEE VIEWS  02484 27
                THE TAPE WITH THE INSTRUCTOR AND RECEIVES FEEDBACK        02484 28
                REGARDING THE IMPROVEMENT OF THIS PRACTICE TEACHING       02484 29
                EXPERIENCE,                                               02484 30
*SETTING        SMALL GROUP ≥1-12 STUDENTS+                               02484 10
*MATERIALS      1, MIMEOGRAPHED VIGNETTES FOR TEACHER CANDIDATE TO ACT    02484  5
                OUT,  2, VIDEO TAPING EQUIPMENT,                          02484
*LEVEL          ALL GRADES                                                02484  8
*GENERAL        ALL CANDIDATES                                            02484  7
*HOURS          1/2                                                       02484  6
*EVALUATION     INSTRUCTOR JUDGMENT,                                      02484 34
*FILE           SELECTING SUBJECT MATTER  ADJUSTING                       02484  9
```

```
*OBJECTIVES     1, TO BE ABLE TO CHANGE AND/OR REORGANIZE SEQUENCE,         02485 24
                ALTERING ANTICIPATED CONTENT SEQUENCE TO EITHER ≥A♦ ALLOW 02485 25
                ADDITIONAL TIME FOR REMEDIATION AND/OR REINFORCEMENT OR     02485 26
                ≥B♦ ELIMINATE ATTENTION TO AREAS ALREADY KNOWN BY PUPILS, 02485 27
                2, TO BE ABLE TO ANTICIPATE THE NECESSITY FOR               02485 28
                REORGANIZING SEQUENCE,                                      02485 29
*PREREQUISITE MODULE 2484                                                   02485 30
*EXPERIENCE     1, THE TRAINEE WILL PREPARE THE FOLLOWING PAPER-AND-        02485 11
                PENCIL ASSIGNMENT INDEPENDENTLY! A, STRUCTURE A             02485 12
                HYPOTHETICAL INSTRICTIONAL SITUATION BY SPECIFYING LEARNER02485 13
                CHARACTERISTICS, CONTENT AREA, OBJECTIVES AND ENVIRONMENT,02485 14
                B, SELECT SUBJECT MATTER, TASKS AND SEQUENCE APPROPRIATE    02485 15
                FOR THE SPECIFIED CLASSROOM SETTING,  C, SUGGEST FOUR ≥4♦ 02485 16
                PUPIL REACTIONS THAT MIGHT INDICATE A NEED FOR ADDITIONAL 02485 17
                TIME FOR REMEDIATION AND/OR REINFORCEMENT OR DELETION OF    02485 18
                CERTAIN AREAS ALREADY KNOWN BY THE PUPILS,  D, PROPOSE      02485 19
                CONTENT SEQUENCE REORGANIZATION TO COMPENSATE FOR THESE     02485 20
                IN-CLASS RESPONSES,  2, THE INSTRUCTOR WILL PROVIDE         02485 21
                FEEDBACK REGARDING THE TRAINEE≤S HYPOTHETICAL EXPERIENCE    02485 22
                AND RESPONSES,                                              02485 23
*SETTING        INDEPENDENT  SCHOOL                                         02485 10
*MATERIALS      BLANK                                                       02485  5
*LEVEL          ALL GRADES                                                  02485  8
*GENERAL        ALL CANDIDATES                                              02485  7
*HOURS          1/2                                                         02485  6
*EVALUATION     INSTRUCTOR JUDGMENT,                                        02485 31
*FILE           CHANGING SEQUENCE  SELECTING SUBJECT MATTER                 02485  9
```

```
*OBJECTIVES     TO BE ABLE TO CHANGE AND/OR REORGANIZE SEQUENCE, ALTERING 02486 41
                ANTICIPATED CONTENT SEQUENCE TO EITHER ≥A♦ ALLOW            02486 42
                ADDITIONAL TIME FOR REMEDIATION AND/OR REINFORCEMENT        02486 43
                OR ≥B♦ ELIMINATE ATTENTION TO AREAS ALREADY KNOWN BY        02486 44
                PUPILS,                                                     02486 45
*PREREQUISITE MODULE 2485                                                   02486 46
*EXPERIENCE     1, THE INSTRUCTOR GIVES THE TRAINEE A ≥WRITTEN♦             02486 11
                INSTRUCTIONAL SETTING IN ADVANCE OF THE CLASS SESSION,      02486 12
                SPECIFYING LEARNER CHARACTERISTICS, CONTENT AREA,           02486 13
                ENVIRONMENTAL SITUATION AND OBJECTIVES,  ≥THE               02486 14
                DESCRIPTION GIVEN TO THE TRAINEE IS AN ACTUAL CLASSROOM     02486 15
                SITUATION THAT HAS BEEN OBSERVED AND TAPED IN ADVANCE,♦     02486 16
                THE TRAINEE IS TO BE PREPARED TO REACT TO A VIDEO TAPE OF 02486 17
                THE ENSUING EPISODE,  ≥E,G, YOU HAVE A CLASS OF 25 SECOND 02486 18
                GRADERS, GROUPED HETEROGENEOUSLY IN AN URBAN SCHOOL,        02486 19
                THESE PUPILS HAVE DEMONSTRATED A NORMAL DISTRIBUTION OF     02486 20
                ABILITY LEVELS,  HOWEVER, THERE IS ONE CHILD WHO WAS AN     02486 21
                EARLY READER AND HAS HAD A WIDE RANGE OF EXPERIENCES,       02486 22
                THREE CHILDREN ARE FROM BROKEN HOMES, NON-VERBAL,           02486 23
                INTROVERTED IN THE CLASSROOM AND HAVE SEEN LITTLE BEYOND    02486 24
                THEIR NEIGHBORHOOD,  YOUR OBJECTIVE IS TO HAVE THE PUPILS 02486 25
                WRITE TWO OR THREE SENTENCES ABOUT WHAT THEY SAW ON THEIR 02486 26
                WAY TO SCHOOL THAT MORNING,  2, A VIDEO TAPE OF THE         02486 27
                PUPILS BEGINNING THE TASK IS SHOWN TO THE TRAINEE,  THEIR 02486 28
                INITIAL QUESTIONS AND REACTIONS INDICATE A NEED FOR         02486 29
                REORGANIZATION OF CONTENT TO EITHER ≥A♦ ALLOW ADDITIONAL    02486 30
                TIME FOR REMEDIATING AND/OR REINFORCEMENT OR ≥B♦ ELIMINATE02486 31
                ATTENTION TO AREAS ALREADY KNOWN BY PUPILS,  ≥E,G,          02486 32
                DESPITE MUCH WORK ON SENTENCE WRITING, MANY OF THE PUPILS 02486 33
                ARE UNABLE TO EXPRESS WHAT THEY HAVE OBSERVED ON PAPER      02486 34
                OR ARE UNABLE TO RECALL ANYTHING TO WRITE ABOUT,♦  3, HE    02486 35
                WILL ACT OUT THE NECESSARY CHANGES AND REORGANIZATION IN    02486 36
                SEQUENCE NEEDED TO ENHANCE THE LEARNING SITUATION,  THIS    02486 37
                EPISODE WOULD BE VIDEO-TAPED,  4, HE THEN VIEWS THE TAPE    02486 38
                WITH THE INSTRUCTOR AND RECEIVES FEEDBACK REGARDING THE     02486 39
                IMPROVEMENT OF THIS PRACTICE TEACHING EXPERIENCE,           02486 40
*SETTING        SMALL GROUP ≥1-12 STUDENTS♦  COLLEGE                        02486 10
*MATERIALS      1, MIMEOGRAPHED DESCRIPTION OF TAPED INSTRUCTIONAL          02486  5
```

```
               SETTING,  2, VIDEO TAPED EPISODE TO FULFILL ABOVE          02486
               REQUIREMENTS,  3, VIDEO TAPE EQUIPMENT TO RECORD STUDENT   02486
               RESPONSES,                                                 02486
*LEVEL         ALL GRADES                                                 02486  8
*GENERAL       ALL CANDIDATES                                             02486  7
*HOURS         1                                                          02486  6
*EVALUATION    INSTRUCTOR JUDGMENT,                                       02486 47
*FILE          CHANGING SEQUENCE  SELECTING SUBJECT MATTER                02486  9
```

```
*OBJECTIVES    1, TO BE ABLE TO CHANGE TASKS IN CLASS, MODIFYING PLANNED  02487 23
               PUPIL TASKS TO FIT READINESS LEVEL OF INDIVIDUALS AND/OR   02487 24
               SMALL OR LARGE GROUPS,  2, TO BE ABLE TO ANTICIPATE        02487 25
               MODIFICATIONS THAT MAY BE REQUIRED IN CLASS,               02487 26
*PREREQUISITE  2466                                                       02487 27
*EXPERIENCE    1, THE TRAINEE WILL PREPARE THE FOLLOWING PAPER-AND-PENCIL02487 11
               ASSIGNMENT INDEPENDENTLY: A,  ON A MIMEOGRAPHED SHEET,     02487 12
               THE CLASSROOM SETTING ≥E,G, LEARNER CHARACTERISTICS,       02487 13
               CONTENT AREA, OBJECTIVES AND ENVIRONMENT↑ IS DESCRIBED FOR02487 14
               THE EPISODE TO BE PRESENTED IN THE FOLLOWING MODULE,       02487 15
               B, SUGGEST FOUR ≥4↑ PUPIL REACTIONS THAT MIGHT INDICATE    02487 16
               A NEED FOR CHANGING TASKS, MODIFYING PLANNED PUPIL TASKS   02487 17
               TO FIT READINESS LEVEL OF INDIVIDUALS AND/OR SMALL OR      02487 18
               LARGE GROUPS,  C, PROPOSE MODIFICATIONS IN ASSIGNED TASKS  02487 19
               TO COMPENSATE FOR THESE IN-CLASS RESPONSES,  2, THE        02487 20
               INSTRUCTOR WILL PROVIDE FEEDBACK REGARDING THE TRAINEE≤S   02487 21
               HYPOTHETICAL RESPONSES,                                    02487 22
*SETTING       INDEPENDENT  COLLEGE                                       02487 10
*MATERIALS     MIMEOGRAPHED DESCRIPTION OF THE CLASSROOM SETTING TO BE    02487  5
               PRESENTED IN THE FOLLOWING MODULE,                         02487
*LEVEL         ALL GRADES                                                 02487  8
*GENERAL       ALL CANDIDATES                                             02487  7
*HOURS         1/2                                                        02487  6
*EVALUATION    INSTRUCTOR JUDGMENT,                                       02487 28
*FILE          SELECTING SUBJECT MATTER  CHANGING TASKS                   02487  9
```

```
*OBJECTIVES    TO BE ABLE TO CHANGE TASKS IN CLASS, MODIFYING PLANNED     02488 28
               PUPIL TASKS TO FIT READINESS LEVEL OF INDIVIDUALS AND/OR   02488 29
               SMALL OR LARGE GROUPS,                                     02488 30
*PREREQUISITE  MODULE 2487                                                02488 31
*EXPERIENCE    1, THE TRAINEES UTILIZE THE DESCRIPTIONS GIVEN IN THE      02488 11
               PREVIOUS MODULE AS AN INTRODUCTION TO THE EPISODE THEY ARE02488 12
               TO PREVIEW AND REACT TO,  ≥E,G, YOU HAVE 35                02488 13
               KINDERGARTNERS HETEROGENEOUSLY GROUPED IN A SUBURBAN       02488 14
               SCHOOL,  IT IS YOUR INTENT TO BEGIN BUILDING THEIR SELF-   02488 15
               CONCEPT AND INTRODUCE THEM TO PRINTING BY WRITING EACH OF  02488 16
               THEIR NAMES ON HUGE CARDS,  YOU HAVE EXPLAINED THAT YOU    02488 17
               WILL TEACH THEM HOW TO MAKE THE LETTERS IN THEIR NAMES IN  02488 18
               ADDITION TO THE OTHER LETTERS LATER,↑  2, THE TRAINEES     02488 19
               PREVIEW A TAPE RECORDING OF THE PUPIL≤S RESPONSES AND      02488 20
REACTIONS TO THESE CARDS AND THE PROMISED LEARNING,↑≥E,G, FIVE OF THE     02488 21
               CHILDREN IMMEDIATELY EXPLAIN, WITH MUCH VEHEMENCE, THAT    02488 22
               THEY NOT ONLY KNOW HOW TO WRITE THEIR NAMES ALREADY, BUT   02488 23
               SEVERAL OF THEM KNOW THE ENTIRE ALPHABET,↑  3, IN A SMALL  02488 24
               GROUP DISCUSSION WHICH IS TAPE RECORDED EACH MEMBER OF     02488 25
               THE GROUP SHOULD INDICATE HIS INTENDED MODIFICATIONS OF    02488 26
               THE TASKS,                                                 02488 27
*SETTING       SMALL GROUP ≥1-12 STUDENTS↑  SCHOOL                        02488 10
*MATERIALS     VIDEO TAPED EPISODE IN CLASSROOM SETTING TO FULFILL THE    02488  5
               ABOVE REQUIREMENTS,                                        02488
*LEVEL         ALL GRADES                                                 02488  8
*GENERAL       ALL CANDIDATES                                             02488  7
*HOURS         1                                                          02488  6
*EVALUATION    INSTRUCTOR JUDGMENT,                                       02488 32
*FILE          SELECTING SUBJECT MATTER  CHANGING TASKS                   02488  9
```

```
*OBJECTIVES     TO BE ABLE TO CHANGE PACE, ALTERING PACE OF CONTENT          02489 25
                ACTIVITIES ON THE BASIS OF UNFORESEEN PUPIL REACTIONS        02489 26
                AND/OR TIME PROBLEMS,  TO BE ABLE TO ANTICIPATE THE          02489 27
                NECESSITY FOR ALTERING THE PACE OF CONTENT ACTIVITIES,       02489 28
*PREREQUISITE 2488                                                           02489 29
*EXPERIENCE     1, THE TRAINEE WILL PREPARE THE FOLLOWING PAPER+AND-PENCIL02489 11
                ASSIGNMENT INDEPENDENTLY: A, STRUCTURE A HYPOTHETICAL        02489 12
                INSTRUCTIONAL SITUATION BY SPECIFYING LEARNER                02489 13
                CHARACTERISTICS: CONTENT AREA, OBJECTIVES AND                02489 14
                ENVIRONMENT,  B, SELECT SUBJECT MATTER, TASKS AND SEQUENCE02489 15
                APPROPRIATE FOR THE SPECIFIED CLASSROOM SETTING,             02489 16
                C, SUGGEST FOUR ≥4+ PUPIL REACTIONS THAT MIGHT INDICATE A 02489 17
                NEED FOR ALTERING THE PACE OF CONTENT ACTIVITIES             02489 18
                ≥E,G, OVER-STIMULATION, TIME PROBLEMS,+  D, PROPOSE          02489 19
                ALTERATIONS IN PACE TO COMPENSATE FOR THESE IN-CLASS         02489 20
                RESPONSES,  E, RATIONALIZE YOUR RESPONSES, SIGHTING          02489 21
                RESEARCH EXAMPLES IF RELEVANT,  2, THE INSTRUCTOR WILL       02489 22
                PROVIDE FEEDBACK REGARDING THE TRAINEESS HYPOTHETICAL        02489 23
                EXPERIENCE AND RESPONSES,                                    02489 24
*SETTING        INDEPENDENT  COLLEGE                                         02489 10
*MATERIALS      BLANK                                                        02489  5
*LEVEL          ALL GRADES                                                   02489  8
*GENERAL        ALL CANDIDATES                                               02489  7
*HOURS          1 1/2                                                        02489  6
*EVALUATION     INSTRUCTOR JUDGMENT,                                         02489 30
*FILE           SELECTING SUBJECT MATTER  CHANGING PACE                      02489  9
```

```
*OBJECTIVES     1,  TO BE ABLE TO RELATE SUBJECT MATTER TO PUPILS<           02491 28
                INTERESTS, NEEDS, ABILITIES, PROVIDING REFERENTS AND/OR      02491 29
                ASSOCIATION THAT LINK THE SUBJECT MATTER TO BEHAVIOR,        02491 30
                2,  TO BE ABLE TO ANTICIPATE THE NEED FOR RELATING SUBJECT02491 31
                MATTER TO RELEVANT REFERENTS AND ASSOCIATIONS,               02491 32
*PREREQUISITE NONE                                                           02491 33
*EXPERIENCE     THE TRAINEE IS TO PREPARE THIS ASSIGNMENT INDEPENDENTLY:     02491 11
                A,  STRUCTURE A HYPOTHETICAL INSTRUCTIONAL SITUATION BY      02491 12
                SPECIFYING LEARNER CHARACTERISTICS ≥E,G, AGE, ABILITY,       02491 13
                BACKGROUND, ETC,+, CONTENT AREA ≥E,G, THE COMMUNITY,         02491 14
                CREATIVE WRITING, ETC,+, OBJECTIVES AND ENVIRONMENT,         02491 15
                B,  COMPOSE THE DIRECTIONS, TASKS, SEQUENCE, ETC,            02491 16
                NECESSARY TO CARRY OUT THE TEACHING STRATEGY,  C,  SUGGEST02491 17
                EXAMPLES, ILLUSTRATIONS AND IDEAS THAT COULD BE USED TO      02491 18
                RELATE THE SUBJECT MATTER TO PUPILSS INTERESTS, NEEDS,       02491 19
                ABILITY, PROVIDE REFERENTS AND/OR ASSOCIATION THAT LINK      02491 20
                SUBSTANTIVE MATERIALS TO THE BEHAVIORAL DIMENSION,           02491 21
                D,  TAPE RECORD, IN AN A-V LABORATORY, THE INTRODUCTION TO02491 22
                THE LESSON AND SELECTED REFERENTS TO RELATE THE SUBJECT      02491 23
                MATTER TO THE STUDENTS,  2,  AFTER SUBMITTING THE WRITTEN 02491 24
                STATEMENT AND TAPE, HE RECEIVES FEEDBACK FROM THE            02491 25
                INSTRUCTOR REGARDING THE IMPROVEMENT OF THIS PRACTICE        02491 26
                TEACHING EXPERIENCE,                                         02491 27
*SETTING        INDEPENDENT  COLLEGE                                         02491 10
*MATERIALS      1,  TAPE RECORDING EQUIPMENT IN A-V LABORATORY,  2,  TAPES02491  5
                FOR INDIVIDUAL STUDENT USAGE,                                02491
*LEVEL          ALL GRADES                                                   02491  8
*GENERAL        ALL CANDIDATES                                               02491  7
*HOURS          1                                                            02491  6
*EVALUATION     INSTRUCTORSS JUDGMENT,                                       02491 34
*FILE           BLANK  BEHAVIORAL STRATELOGIES  RELATING SUBJECT MATTER      02491  9
```

```
*OBJECTIVES     TO BE ABLE TO RELATE SUBJECT MATTER TO PUPILS≤ INTERESTS, 02492 24
                NEEDS AND ABILITIES, PROVIDING REFERENTS AND/OR           02492 25
                ASSOCIATIONS THAT LINK THE SUBJECT MATTER TO BEHAVIOR,    02492 26
*PREREQUISITE   MODULES 2481-2491                                         02492 27
*EXPERIENCE     1, THE TRAINEE IS ASSIGNED 6-10 PUPILS FOR WHOM           02492 11
                BACKGROUND DATA ≥ABILITY, AGE, INTERESTS, ETC* HAS BEEN   02492 12
                GIVEN IN ADVANCE OF THE MICRO-TEACHING SESSION,  CONTENT  02492 13
                AREA AND OBJECTIVES TO BE ACHIEVED IN THE SESSION ARE ALSO02492 14
                SPECIFIED,  2,  THE TRAINEE IS TO ESTABLISH AN APPROPRIATE02492 15
                SETTING FOR A MICRO-TEACHING SITUATION IN WHICH           02492 16
                POSSIBILITIES FOR GROUP INTERACTION ARE OPTIMAL,  3,  HE  02492 17
                IS THEN VIDEO-TAPED AS HE EXTEMPORANEOUSLY INTERACTS WITH 02492 18
                THE PUPILS, MAKING AN INTRODUCTION TO THE SUBJECT MATTER  02492 19
                AND THEN RELATING THIS SUBJECT MATTER TO THE PUPILS≤      02492 20
                NEEDS, INTERESTS, ABILITIES, ETC,  4,  HE THEN VIEWS THE  02492 21
                TAPE WITH THE INSTRUCTOR AND RECEIVES FEEDBACK REGARDING  02492 22
                THE IMPROVEMENT OF THIS PRACTICE TEACHING EXPERIENCE,     02492 23
*SETTING        SMALL GROUP ≥1-12 STUDENTS+  SCHOOL                       02492 10
*MATERIALS      1,  SIX-TEN ELEMENTARY SCHOOL PUPILS WITH APPROPRIATE     02492  5
                DATA,  2,  MIMEOGRAPHED HYPOTHETICAL INSTRUCTIONAL        02492
                SETTING,  3,  MICRO-TEACHING LABORATORY WITH VIDEO TAPE   02492
                EQUIPMENT,                                                02492
*LEVEL          ALL GRADES                                                02492  8
*GENERAL!       ALL CANDIDATES                                            02492  7
*HOURS          1/2                                                       02492  6
*EVALUATION     INSTRUCTOR JUDGMENT,                                      02492 28
*FILE           MICRO-TEACHING  BEHAVIORAL STRATEGIES  RELATING SUBJECT   02492  9
                MATTER,                                                   02492
```

```
*OBJECTIVES     1,  TO BE ABLE TO MOTIVATE PUPILS ATTENDING BEHAVIORS,    02493 25
                PROVIDING VARIETY, PLEASURE, DECISION, CONCERN AND        02493 26
                RESPECT, CHALLENGE, ADVANCED ORGANIZERS, SUCCESSFUL       02493 27
                TRIALS,  2,  TO BE ABLE TO ANTICIPATE AND PLAN FOR METHODS02493 28
                TO MOTIVATE PUPILS≤ ATTENDING BEHAVIOR,                   02493 29
*PREREQUISITE   MODULE 2492                                               02493 30
*EXPERIENCE     1,  THE TRAINEE IS TO PREPARE THIS ASSIGNMENT             02493 11
                INDEPENDENTLY!  A,  STRUCTURE A HYPOTHETICAL INSTRUCTIONAL02493 12
                SITUATION BY SPECIFYING LEARNER CHARACTERISTICS, CONTENT  02493 13
                AREA, OBJECTIVES AND ENVIRONMENT,  B,  COMPOSE THE        02493 14
                DIRECTIONS, TASKS, SEQUENCE, ETC, NECESSARY TO CARRY OUT  02493 15
                THE TEACHING STRATEGY,  C,  SUGGEST SPECIFIC WAYS IN WHICH02493 16
                VARIETY, PLEASURE, DECISION, CONCERN AND RESPECT,         02493 17
                CHALLENGE, ADVANCED ORGANIZERS AND SUCCESSFUL TRIALS COULD02493 18
                BE EMPLOYED TO MOTIVATE THE PUPILS≤ ATTENDING BEHAVIORS,  02493 19
                D,  SELECT SPECIFIC MOTIVATORS, INCORPORATE THEM INTO YOUR02493 20
                LESSON PLAN AND RATIONALIZE THEIR INCLUSION,  2,  THE     02493 21
                TRAINEE WILL THEN RECEIVE FEEDBACK FROM THE INSTRUCTOR,   02493 22
                PREFERABLY IN CONFERENCE, REGARDING THE IMPROVEMENT OF    02493 23
                THIS TEACHING STRATEGY,                                   02493 24
*SETTING        INDEPENDENT  COLLEGE                                      02493 10
*MATERIALS      BLANK                                                     02493  5
*LEVEL          ALL GRADES                                                02493  8
*GENERAL!       ALL CANDIDATES                                            02493  7
*HOURS          1                                                         02493  6
*EVALUATION     INSTRUCTOR≤S JUDGMENT,                                    02493 31
*FILE           BLANK  BEHAVIORAL STRATEGIES  MOTIVATING PUPILS,          02493  9
```

```
*OBJECTIVES     TO BE ABLE TO MOTIVATE PUPILS ATTENDING BEHAVIORS,        02494 27
                PROVIDING VARIETY, PLEASURE, DECISION, CONCERN AND        02494 28
```

```
               RESPECT, CHALLENGE, ADVANCED ORGANIZERS, SUCCESSFUL        02494 29
               TRIALS,                                                     02494 30
*PREREQUISITE 2493                                                         02494 31
*EXPERIENCE    1,  THE TRAINEE IS ASSIGNED THE SAME GROUP OF 6-10          02494 11
               ELEMENTARY SCHOOL PUPILS AS IN MODULE 2492,  THUS           02494 12
               BACKGROUND DATA AND INDIVIDUAL NEEDS, INTERESTS AND         02494 13
               ABILITY ARE KNOWN IN ADVANCE,  A NEW CONTENT AREA AND NEW  02494 14
               OBJECTIVES ARE SPECIFIED BY THE INSTRUCTOR FOR THIS         02494 15
               SESSION,  2,  THE TRAINEE IS TO RE-ESTABLISH AN             02494 16
               APPROPRIATE SETTING FOR GROUP INTERACTION WITH THESE        02494 17
               PUPILS,  UTILIZING THE FEEDBACK PROVIDED IN MODULE 2492,   02494 18
               3,  HE IS THEN VIDEO-TAPED AS HE EXTEMPORANEOUSLY           02494 19
               INTERACTS WITH THE PUPILS, WITH PARTICULAR ATTENTION TO     02494 20
               MOTIVATING THE PUPILS≤ ATTENDING BEHAVIORS ≥E,G,            02494 21
               PROVIDING VARIETY, PLEASURE, DECISION, CONCERN AND          02494 22
               RESPECT, CHALLENGE, ADVANCED ORGANIZERS, SUCCESSFUL         02494 23
               TRIALS,*  4,  HE AND THE INSTRUCTOR THEN VIEW THE TAPE,     02494 24
               UTILIZING THE INFLUENCE TECHNIQUES INSTRUMENT DEVELOPED BY02494 25
               DR, JUDITH HENDERSON AS A REFERENT AND CHECKLIST,           02494 26
*SETTING       SMALL GROUP ≥1-12 STUDENTS*  SCHOOL                         02494 10
*MATERIALS     1,  MIMEOGRAPHED INSTRUCTIONAL SITUATIONS,  2,  SIX-TEN     02494  5
               ELEMENTARY PUPILS WITH BACKGROUND DATA FROM MOD, 24,        02494
               3,  MICRO-TEACHING LABORATORY WITH VIDEO-TAPE EQUIPMENT,    02494
               4,  COPIES OF INFLUENCE TECHNIQUES INSTRUMENT,              02494
*LEVEL         ALL GRADES                                                  02494  8
*GENERAL       ALL CANDIDATES                                              02494  7
*HOURS         1 1/2                                                       02494  6
*EVALUATION    INSTRUCTOR≤S JUDGMENT,                                      02494 32
*FILE          MICRO-TEACHING  BEHAVIORAL STRATEGIES  MOTIVATING PUPILS   02494  9

*OBJECTIVES    1,  TO BE ABLE TO EXPLAIN SUBJECT MATTER TO PUPILS,         02495 27
               INTERPRETING TERMS, MEANINGS AND MOTIVES IN LANGUAGE THAT  02495 28
               READILY COMMUNICATES TO THE PUPILS,  2,  TO BE ABLE TO      02495 29
               ANTICIPATE THE NEED FOR AND UTILIZE EXPLANATIONS OF         02495 30
               SUBJECT MATTER THAT READILY COMMUNICATES TO THE PUPILS,     02495 31
*PREREQUISITE 2494                                                         02495 32
*EXPERIENCE    1,  THE TRAINEE IS TO PREPARE THIS ASSIGNMENT               02495 11
               INDEPENDENTLY:  A,  STRUCTURE A HYPOTHETICAL INSTRUCTIONAL02495 12
               SITUATION BY SPECIFYING LEARNER CHARACTERISTICS CONTENT     02495 13
               AREA,  OBJECTIVES AND ENVIRONMENT,  B,  COMPOSE THE         02495 14
               DIRECTIONS, TASKS, SEQUENCE, ETC,, NECESSARY TO CARRY OUT  02495 15
               THE TEACHING STRATEGY,  C,  SUGGEST WAYS IN WHICH THE       02495 16
               SUBJECT MATTER CAN BE EXPLAINED TO THE PUPILS,              02495 17
               INTERPRETING TERMS, MEANINGS, MOTIVES, IN LANGUAGE THAT     02495 18
               READILY COMMUNICATES TO YOUR PARTICULAR GROUP OF STUDENTS,02495 19
               D,  TAPE RECORD, IN AN A-V LABORATORY, THE INTRODUCTION TO02495 20
               THE LESSON AND THE ENSUING STRATEGY, INTERPRETING TERMS,    02495 21
               MEANING AND MOTIVES IN LANGUAGE THAT READILY COMMUNICATES  02495 22
               TO THE PUPILS,  2,  AFTER SUBMITTING THE WRITTEN            02495 23
               STATEMENT AND THE TAPE, THE TRAINEE RECEIVES FEEDBACK FROM02495 24
               THE INSTRUCTOR REGARDING THE IMPROVEMENT OF THIS PRACTICE  02495 25
               TEACHING EXPERIENCE,                                        02495 26
*SETTING       INDEPENDENT  COLLEGE                                        02495 10
*MATERIALS     1,  TAPE RECORDER IN A-V LABORATORY,  2,  TAPES FOR         02495  5
               INDIVIDUAL STUDENT USAGE,                                   02495
*LEVEL         ALL GRADES                                                  02495  8
*GENERAL       ALL CANDIDATES                                              02495  7
*HOURS         1 1/2                                                       02495  6
*EVALUATION    INSTRUCTOR≤S JUDGMENT,                                      02495 33
*FILE          BLANK  BEHAVIORAL STRATEGIES  EXPLAINING SUBJECT MATTER     02495  9
```

```
*OBJECTIVES     TO BE ABLE TO EXPLAIN SUBJECT MATTER TO PUPILS,           02496 26
                INTERPRETING TERMS, MEANINGS AND MOTIVES IN LANGUAGE THAT 02496 27
                READILY COMMUNICATES TO THE PUPILS,                       02496 28
*PREREQUISITE MODULE 2495                                                  02496 29
*EXPERIENCE     1.  THE TRAINEE IS ASSIGNED A NEW GROUP OF 6-10 ELEMENTARY02496 11
                SCHOOL PUPILS FOR WHOM BACKGROUND DATA HAS BEEN GIVEN IN  02496 12
                ADVANCE OF THE MICRO-TEACHING SESSION.  CONTENT AREA AND  02496 13
                OBJECTIVES TO BE ACHIEVED IN THE SESSION ARE ALSO TO      02496 14
                SPECIFIED BY THE INSTRUCTOR.  2.  THE TRAINEE IS TO       02496 15
                ESTABLISH AN APPROPRIATE SETTING FOR A MICRO-TEACHING     02496 16
                SITUATION IN WHICH POSSIBILITIES FOR GROUP INTERACTION ARE02496 17
                OPTIMAL.  3.  HE IS THEN TAPED AS HE EXTEMPORANEOUSLY     02496 18
                INTERACTS WITH THE PUPILS, MAKING AN INTRODUCTION AND THEN02496 19
                COMPLETING THE STRATEGY WITH PARTICULAR ATTENTION TO      02496 20
                EXPLAINING THE SUBJECT MATTER TO THE PUPILS IN LANGUAGE   02496 21
                THAT READILY COMMUNICATES TO THE PUPILS.  4.  HE THEN     02496 22
                VIEWS THE TAPE WITH THE INSTRUCTOR AND RECEIVES FEEDBACK  02496 23
                REGARDING THE IMPROVEMENT OF THIS PRACTICE TEACHING       02496 24
                EXPERIENCE.                                               02496 25
*SETTING        SMALL GROUP 21-12 STUDENTS+  SCHOOL                       02496 10
*MATERIALS      1.  SIX-TEN ELEMENTARY SCHOOL PUPILS WITH APPROPRIATE     02496  5
                BACKGROUND DATA  2.  MIMEOGRAPHED HYPOTHETICAL            02496
                INSTRUCTIONAL SETTINGS.  3.  MICRO-TEACHING LABORATORY    02496
                WITH VIDEO TAPE EQUIPMENT.                                02496
*LEVEL          ALL GRADES                                                02496  8
*GENERAL        ALL CANDIDATES                                            02496  7
*HOURS          1                                                         02496  6
*EVALUATION     INSTRUCTOR JUDGMENT.                                      02496 30
*FILE           MICRO-TEACHING  BEHAVIORAL STRATEGIES  EXPLAINING SUBJECT 02496  9
                MATTER                                                    02496
```

```
*OBJECTIVES     1.  TO BE ABLE TO ILLUSTRATE AND/OR DEMONSTRATE SUBJECT   02497 29
                MATTER TO THE PUPILS BY PROVIDING RELEVANT EXAMPLES.  2.  02497 30
                TO BE ABLE TO ANTICIPATE THE NEED FOR AND UTILIZE RELEVANT02497 31
                EXAMPLES TO ILLUSTRATE AND/OR DEMONSTRATE SUBJECT MATTER. 02497 32
*PREREQUISITE MODULE 2496                                                  02497 33
*EXPERIENCE     1.  THE TRAINEE IS TO PREPARE THE FOLLOWING ASSIGNMENT    02497 11
                INDEPENDENTLY:  A.  STRUCTURE A HYPOTHETICAL INSTRUCTIONAL02497 12
                SITUATION BY SPECIFYING LEARNER CHARACTERISTICS, CONTENT  02497 13
                AREA, OBJECTIVES AND ENVIRONMENTS.  B.  COMPOSE THE       02497 14
                DIRECTIONS, TASKS, SEQUENCE, ETC., NECESSARY TO CARRY OUT 02497 15
                THE TEACHING STRATEGY.  C.  SUGGEST WAYS IN WHICH RELEVANT02497 16
                EXAMPLES CAN BE PROVIDED TO ILLUSTRATE AND/OR DEMONSTRATE 02497 17
                THE SUBJECT MATTER TO THE PUPILS.  D.  TAPE RECORD, IN AN 02497 18
                A-V LABORATORY, THE INTRODUCTION TO THE LESSON AND THE    02497 19
                ENSUING STRATEGY, WITH PARTICULAR ATTENTION TO THE        02497 20
                ILLUSTRATIONS AND/OR DEMONSTRATIONS OF RELEVANT EXAMPLES. 02497 21
                2.  AFTER SUBMITTING THE WRITTEN STATEMENT AND THE TAPE,  02497 22
                THE TRAINEE RECEIVES FEEDBACK FROM THE INSTRUCTOR         02497 23
                REGARDING THE IMPROVEMENT OF THIS PRACTICE TEACHING       02497 24
                EXPERIENCE.                                               02497 28
*SETTING        INDEPENDENT  COLLEGE                                      02497 10
*MATERIALS      1.  TAPE RECORDER IN A-V LABORATORY.  2.  TAPES FOR       02497  5
                INDIVIDUAL STUDENT USAGE.                                 02497
*LEVEL          ALL GRADES                                                02497  8
*GENERAL        ALL CANDIDATES                                            02497  7
*HOURS          1 1/2                                                     02497  6
*EVALUATION     INSTRUCTORSS JUDGMENT.                                    02497 34

*FILE           BLANK  BEHAVIORAL STRATEGIES  RELATING SUBJECT MATTER     02497  9
```

```
*OBJECTIVES     TO BE ABLE TO ILLUSTRATE AND/OR DEMONSTRATE                02498 25
                EXTEMPORANEOUSLY SUBJECT MATTER TO THE PUPILS BY           02498 26
                PROVIDING RELEVANT EXAMPLES,                               02498 27
*PREREQUISITE MODULE 2497                                                  02498 28
*EXPERIENCE     1, THE TRAINEE IS ASSIGNED A GROUP OF 6=10 ELEMENTARY      02498 11
                SCHOOL PUPILS ≥SAME AS MODL, 2496+ FOR WHOM BACKGROUND     02498 12
                DATA HAS BEEN GIVEN IN ADVANCE OF THE MICRO=TEACHING       02498 13
                SESSION,  CONTENT AREA AND OBJECTIVES TO BE ACHIEVED IN    02498 14
                THE SESSION ARE ALSO SPECIFIED BY THE INSTRUCTOR,  2,  THE02498 15
                TRAINEE IS TO ESTABLISH AN APPROPRIATE SETTING FOR A       02498 16
                MICRO=TEACHING SITUATION IN WHICH POSSIBILITIES FOR GROUP 02498 17
                INTERACTION ARE OPTIMAL,  3,  HE IS THEN TAPED AS HE       02498 18
                EXTEMPORANEOUSLY INTERACTS WITH THE PUPILS, MAKING AN      02498 19
                INTRODUCTION TO THE SUBJECT MATTER AND THEN ILLUSTRATING   02498 20
                AND/OR DEMONSTRATING THE SUBJECT MATTER TO THE PUPILS BY   02498 21
                PROVIDING RELEVANT EXAMPLES,  4,  HE THEN VIEWS THE TAPE   02498 22
                WITH THE INSTRUCTOR AND RECEIVES FEEDBACK REGARDING THE    02498 23
                IMPROVEMENT OF THIS PRACTICE EXPERIENCE,                   02498 24
*SETTING        SMALL GROUP ≥1=12 STUDENTS+  SCHOOL                        02498 10
*MATERIALS      1,  SIX-TEN ELEMENTARY SCHOOL PUPILS WITH APPROPRIATE      02498  5
                BACKGROUND DATA,  2,  MIMEOGRAPHED HYPOTHETICAL            02498
                INSTRUCTIONAL SETTING  3,  MICRO-TEACHING LABORATORY WITH 02498
                VIDEO-TAPE EQUIPMENT,                                      02498
*LEVEL          ALL GRADES                                                 02498  8
*GENERAL        ALL CANDIDATES                                             02498  7
*HOURS          1/2                                                        02498  6
*EVALUATION     INSTRUCTOR≤S JUDGMENT,                                     02498 29
*FILE           MICRO-TEACHING  BEHAVIORAL STRATEGIES  RELATING SUBJECT    02498  9
                MATTER                                                     02498
```

```
*OBJECTIVES     1,  TO BE ABLE TO ILLUSTRATE AND/OR DEMONSTRATE SUBJECT    02499 20
                MATTER TO PUPILS BY EXTEMPORANEOUSLY PROVIDING RELEVANT    02499 21
                EXAMPLES,                                                  02499 22
*PREREQUISITE 2498                                                         02499 23
*EXPERIENCE     1,  THE TRAINEE WILL VIEW VIDEO-TAPED EPISODES OF STUDENTS02499 11
                ASKING QUESTIONS WHICH REQUIRE ILLUSTRATIONS AND/OR        02499 12
                DEMONSTRATIONS OF SUBJECT MATTER,  2,  THE TRAINEE WILL    02499 13
                EXTEMPORANEOUSLY RESPOND TO THE QUESTIONS IN A TAPE=       02499 14
                RECORDER, PROVIDING RELEVANT EXAMPLES TO ILLUSTRATE AND/OR02499 15
                DEMONSTRATE THE SUBJECT MATTER TO THE PUPILS,  3,  THE     02499 16
                INSTRUCTOR WILL PROVIDE FEEDBACK REGARDING THIS TAPED      02499 17
                PRACTICE TEACHING EPISODE,  THE EVALUATION WILL BE BASED   02499 18
                UPON THE CREATIVE OF RELEVANT EXAMPLES,                    02499 19
*SETTING        SMALL GROUP ≥1=12 STUDENTS+  COLLEGE                       02499 10
*MATERIALS      1,  VIDEO-TAPED EPISODES OF STUDENTS ASKING QUESTIONS      02499  5
                WHICH REQUIRE THE EXPLANATION OF RELEVANT EXAMPLES TO      02499
                DEMONSTRATE OR ILLUSTRATE,  2,  TAPE EQUIPMENT,            02499
*LEVEL          ALL GRADES                                                 02499  8
*GENERAL        ALL CANDIDATES                                             02499  7
*HOURS          1/2                                                        02499  6
*EVALUATION     INSTRUCTOR≤S JUDGMENT,                                     02499 24
*FILE           BLANK  BEHAVIORAL STRATEGIES  ILLUSTRATING SUBJECT MATTER 02499  9
```

```
*OBJECTIVES     1,  TO BE ABLE TO QUESTION PUPILS REGARDING SUBJECT        02500 23
                MATTER, PROVIDING VERBAL STIMULI TO INITIATE DESIRED PUPIL02500 24
                RESPONSE,  2,  TO BE ABLE TO ANTICIPATE THE NECESSITY FOR 02500 25
                A STRATEGY OF QUESTIONING HEGARDING SUBJECT MATTER,       02500 26
                3,  TO BE ABLE TO CONSIDER ALTERNATIVE QUESTIONING        02500 27
                STRATEGIES;                                               02500 28
*PREREQUISITE 2499                                                        02500 29
*EXPERIENCE     1,  THE STUDENT WILL PREPAHE THE FOLLOWING ASSIGNMENT     02500 11
                INDEPENDENTLY:  A,  STRUCTURE A HYPOTHETICAL INSTRUCTIONAL02500 12
                SITUATION BY SPECIFYING LEARNER CHARACTERISTICS, CONTENT  02500 13
                AREA, OBJECTIVES AND ENVIRONMENT,  B,  INDICATE THE       02500 14
                ASSIGNMENTS, TASKS AND SEQUENCE NECESSARY TO ACCOMPLISH   02500 15
                THE STATED OBJECTIVES,  C,  DESIGN A STRATEGY OF          02500 16
                QUESTIONING THE PUPILS REGARDING THE SUBJECT MATTER,      02500 17
                PROVIDING VERBAL STIMULI TO INITIATE DESIRED PUPIL        02500 18
                RESPONSE,  D,  PROPOSE AN ALTERNATIVE STRATEGY THAT COULD 02500 19
                ALSO ACCOMPLISH THE STATED OBJECTIVES SHOULD THE NEED FOR 02500 20
                AN ALTERNATIIVE ARISE,  2,  THE INSTRUCTOR WILL PROVIDE   02500 21
                FEEDBACK REGARDING THIS PRACTICE TEACHING EXERCISE,       02500 22
*SETTING        INDEPENDENT  COLLEGE                                      02500 10
*MATERIALS      BLANK                                                     02500  5
*LEVEL          ALL GRADES                                                02500  8
*GENERAL        ALL CANDIDATES                                            02500  7
*HOURS          1/2                                                       02500  6
*EVALUATION     INSTRUCTORSS JUDGMENT,                                    02500 30
*FILE           BLANK  BEHAVIORAL STRATEGIES  QUESTIONING                 02500  9
```

```
*OBJECTIVES     TO BE ABLE TO QUESTION PUPILS REGARDING SUBJECT MATTER,   02501 25
                PROVIDING VERBAL STIMULI TO INITIATE DESIRED PUPIL        02501 26
                RESPONSE,                                                 02501 27
*PREREQUISITE MODULE 2500                                                 02501 28
*EXPERIENCE     1,  THE TRAINEE IS ASSIGNED SIX-TEN ELEMENTARY SCHOOL     02501 11
                PUPILS FOR WHOM BACKGROUND DATA HAS BEEN GIVEN IN ADVANCE 02501 12
                OF THE CLASS SESSION,  CONTENT AREA AND OBJECTIVES FOR A  02501 13
                MICRO-TEACHING EPISODE ARE ALSO SPECIFIED BY THE          02501 14
                INSTRUCTOR,  HE IS TO CONSIDER ASSIGNMENTS AND QUESTIONING02501 15
                STRATEGY TO ACHIEVE OBJECTIVE  2,  THE TRAINEE IS TO      02501 16
                ESTABLISH AN APPROPRIATE SETTING FOR A MICRO-TEACHING     02501 17
                SITUATION IN WHICH GROUP INTERACTION IS OPTIMAL,  3,  HE  02501 18
                IS THEN VIDEO-TAPED AS HE INTERACTS WITH THE PUPILS,      02501 19
                QUESTIONING THEM REGARDING SUBJECT MATTER AND PROVIDING   02501 20
                VERBAL STIMULI TO INITIATE THE DESIRED PUPIL RESPONSES,   02501 21
                4,  THE TRAINEE AND THE INSTRUCTOR VIEW THE TAPE AND HE   02501 22
                RECEIVES FEEDBACK REGARDING THE IMPROVEMENT OF THIS       02501 23
                PRACTICE TEACHING EXPERIENCE,                             02501 24
*SETTING        SMALL GROUP 21-12 STUDENTS+  SCHOOL                       02501 10
*MATERIALS      1,  SIX-TEN PUPILS WITH APPROPRIATE BACKGROUND DATA,      02501  5
                2,  MIMEOGRAPHED HYPOTHETICAL INSTRUCTIONAL SITUATIONS,   02501
                3,  MICRO-TEACHING LABORATORY WITH VIDEO-TAPE EQUIPMENT,  02501
*LEVEL          ALL GRADES                                                02501  8
*GENERAL        ALL CANDIDATES                                            02501  7
*HOURS          1                                                         02501  6
*EVALUATION     INSTRUCTORSS JUDGMENT,                                    02501 29
*FILE           MICRO-TEACHING  BEHAVIORAL STRATEGIES  QUESTIONING        02501  9
```

```
*OBJECTIVES     1,  TO BE ABLE TO ACKNOWLEDGE PUPIL CONTRIBUTIONS BY      02502 22
                RESPONDING TO ANSWERS AND SUGGESTIONS,  2,  TO BE ABLE TO 02502 23
                ANTICIPATE THE NEED TO ACKNOWLEDGE PUPIL CONTRIBUTIONS,   02502 24
*PREREQUIRITE 250U                                                        02502 25
*EXPERIENCE     1,  THE STUDENT WILL PREPAHE THE FULLOWING ASSIGNMENT     02502 11
                INDEPENDENTLY:  A,  STRUCTURE A HYPOTHETICAL INSTRUCTIONAL02502 12
                SITUATION BY SPECIFYING LEARNER CHARACTERISTIC CONTENT    02502 13
```

```
               AREA, OBJECTIVES AND ENVIRONMENT,  B,  INDICATE THE        02502 14
               ASSIGNMENTS, TASKS AND SEQUENCE NECESSARY TO ACCOMPLISH    02502 15
               THE STATED OBJECTIVES,  C,  SUGGEST WAYS IN WHICH THE      02502 16
               PUPILS MIGHT ANSWER QUESTIONS AND/OR MAKE SUGGESTIONS,     02502 17
               D,  INDICATE HOW YOU WOULD ACKNOWLEDGE THESE PUPIL         02502 18
               CONTRIBUTIONS,  2,  THE TRAINEE WILL RECEIVE FEEDBACK      02502 19
               CONCERNING THE IMPROVEMENT OF THIS EXERCISE DURING AND     02502 20
               INSTRUCTOR-TRAINEE CONFERENCE,                             02502 21
*SETTING       INDEPENDENT  COLLEGE                                       02502 10
*MATERIALS     BLANK                                                      02502  5
*LEVEL         ALL GRADES                                                 02502  8
*GENERAL:      ALL CANDIDATES                                             02502  7
*HOURS         1.                                                         02502  6
*EVALUATION    INSTRUCTOR JUDGMENT,                                       02502 26
*FILE          BLANK  BEHAVIORAL STRATEGIES  ACKNOWLEDING PUPILS,         02502  9

*OBJECTIVES    1.  TO BE ABLE TO ACKNOWLEDGE PUPIL CONTRIBUTIONS          02503 19
               EXTEMPORANEOUSLY BY RESPONDING TO PUPILSS ANSWERS AND      02503 20
               SUGGESTIONS,                                               02503 21
*PREREQUISITE 2502                                                        02503 22
*EXPERIENCE    1.  THE TRAINEE WILL VIEW TAPED EPISODES OF STUDENTS       02503 11
               PROVIDING ANSWERS AND MAKING SUGGESTIONS WHICH REQUIRE     02503 12
               ACKNOWLEDGEMENT,  2,  THE TRAINEE WILL EXTEMPORANEOUSLY    02503 13
               RESPOND TO THE ANSWERS AND SUGGESTIONS ON TAPE,  3,  THE   02503 14
               INSTRUCTOR WILL PROVIDE FEEDBACK REGARDING THIS TAPED      02503 15
               PRACTICE TEACHING EPISODE,  THE EVALUATION WILL BE BASED   02503 16
               UPON THE THOUGHTFUL AND CONSTRUCTIVE ACKNOWLEDGEMENT OF    02503 17
               THE PUPILSS CONTRIBUTIONS,                                 02503 18
*SETTING       SMALL GROUP 21-12 STUDENTS+  COLLEGE                       02503 10
*MATERIALS     1.  VIDEO-TAPED EPISODES OF STUDENTS ANSWERING QUESTIONS   02503  5
               AND MAKING SUGGESTIONS WHICH REQUIRE ACKNOWLEDGEMENT,      02503
               2,  AUDIO AND VIDEO TAPE EQUIPMENT IN MICRO-TEACHING-      02503
               TEACHING ON A-V LAB,                                       02503
*LEVEL         ALL GRADES                                                 02503  8
*GENERAL:      ALL CANDIDATES                                             02503  7
*HOURS         1/2                                                        02503  6
*EVALUATION    INSTRUCTORSS JUDGMENT,                                     02503 23
*FILE          BLANK  BEHAVIORAL STRATEGIES  ACKNOWLEDGING PUPILS,        02503  9

*OBJECTIVES    1.  TO BE ABLE TO DESIGN AN ADEQUATE EVALUATION TECHNIQUE 02504 19
               ASSESSING PUPIL GRASP OF CONTENT,                          02504 20
*PREREQUISITE 1.  A COURSE IN EDUCATIONAL TESTING,                        02504 21
*EXPERIENCE    1.  THE TRAINEE WILL, IN WRITING;  A,  STRUCTURE A         02504 11
               HYPOTHETICAL SITUATION BY SPECIFYING LEARNER               02504 12
               CHARACTERISTICS, CONTENT AREA, OBJECTIVES, AND             02504 13
               ENVIRONMENT,  B,  SPECIFY TECHNIQUES, OTHER THAN WRITTEN   02504 14
               TESTS, FOR ASSESSING PUPIL GRASP OF CONTENT,  C,  EXPLAIN 02504 15
               SPECIFICALLY HOW HE WOULD CARRY OUT ONE SUCH TECHNIQUE,    02504 16
               D.  THE INSTRUCTOR EVALUATES THE TRAINEESS WRITTEN WORK    02504 17
               AND PROVIDES FEEDBACK TO TRAINEE,                          02504 18
*SETTING       INDEPENDENT  COLLEGE                                       02504 10
*MATERIALS     NONE                                                       02504  5
*LEVEL         ALL GRADES                                                 02504  8
*GENERAL:      CALL CANDIDATES                                            02504  7
*HOURS         1                                                          02504  6
*EVALUATION    INSTRUCTOR JUDGMENT,                                       02504 22
*FILE          BLANK  EVALUATION  NON-TEST                                02504  9
```

```
*OBJECTIVES     1,  TO ENABLE THE TRAINEE TO DESIGN AND IMPLEMENT AN          02505 20
                ADEQUATE EVALUATION PROCEDURE FOR ASSESSING PUPIL GRASP OF02505 21
                CONTENT,                                                      02505 22
*PREREQUISITE 2504                                                            02505 23
*EXPERIENCE     1,  THE TRAINEE IS ASSIGNED TO A REAL INSTRUCTIONAL           02505 11
                SITUATION FOR ONE CLASS PERIOD A DAY UNDER ONE TEACHER FOR02505 12
                A PERIOD OF ONE MONTH,  2,  IT IS THE TASK OF THE TRAINEE 02505 13
                TO DEVELOP A TECHNIQUE TO MEASURE THE PUPILSS GRASP OF THE02505 14
                CONTENT PRESENTED DURING THE TRAINEESS PERIOD OF              02505 15
                OBSERVATION,  3,  THE TRAINEE IMPLEMENTS THE EVALUATION       02505 16
                TECHNIQUE ≥NOT A WRITTEN TEST+ UNDER THE SUPERVISION OF       02505 17
                THE TEACHER,  4,  THE TEACHER PROVIDES THE TRAINEE WITH       02505 18
                FEEDBACK,                                                     02505 19
*SETTING        INDEPENDENT  SCHOOL                                           02505 10
*MATERIALS      BLANK                                                         02505  5
*LEVEL          ALL GRADES                                                    02505  8
*GENERAL        ALL CANDIDATES                                                02505  7
*HOURS          30                                                            02505  6
*EVALUATION     TEACHER JUDGMENT,                                             02505 24
*FILE           BLANK  EVALUATION  TESTING                                    02505  9
```

```
*OBJECTIVES     1,  TO TRAIN THE TRAINEE TO EVALUATE CONTENT UNITS ON THE 02506 23
                BASIS OF THEIR LOGIC AND SEQUENCE OF CONSTRUCTION AS WELL 02506 24
                AS THEIR PEDAGOGICAL SOUNDNESS,  2,  TO TRAIN THE TRAINEE 02506 25
                TO DEVELOP AND SEQUENCE CONTENT UNITS,                        02506 26
*PREREQUISITE NONE                                                            02506 27
*EXPERIENCE     1,  THE TRAINEE, IN WRITING!  A,  STRUCTURE A HYPOTHETICAL02506 11
                SITUATION BY SPECIFYING THE CHARACTERISTICS OF LEARNERS,  02506 12
                CONTENT AREA, OBJECTIVES, AND ENVIRONMENT,  B,  DEVELOP   02506 13
                AND SEQUENCE CONTENT UNITS FOR USE IN THIS HYPOTHETICAL   02506 14
                SITUATION,  C,  DEVELOP A STATEMENT OF THE LOGIC AND      02506 15
                PEDAGOGICAL SOUNDNESS OF THE INSTRUCTIONAL DESIGN OF THE  02506 16
                AFOREMENTIONS SEQUENCE OF CONTENT UNITS,  2,  THE         02506 17
                INSTRUCTOR AND THE CLASS OF TRAINEES WILL THEN EVALUATE   02506 18
                THE WORK OF EACH TRAINEE IN TERMS OF THE PEDAGOGICAL      02506 19
                SOUNDNESS OF EACH DESIGN,  FEEDBACK WILL BE PROVIDED TO   02506 20
                EACH TRAINEE BY HIS CLASSMATES UNDER THE DIRECTION OF THE 02506 21
                INSTRUCTOR,                                                   02506 22
*SETTING        INDEPENDENT  SMALL GROUP ≥1-12 STUDENTS+  COLLEGE          02506 10
*MATERIALS      1,  OVERHEAD PROJECTOR,                                       02506  5
*LEVEL          ALL GRADES                                                    02506  8
*GENERAL        ALL CANDIDATES                                                02506  7
*HOURS          15                                                            02506  6
*EVALUATION     INSTRUCTOR AND PEER JUDGMENT,                                 02506 28
*FILE           BLANK  EVALUATION  CONTENT                                    02506  9
```

```
*OBJECTIVES     1,  TO TRAIN THE TRAINEE TO EVALUATE INSTRUCTIONAL UNITS      02507 19
                ON THE BASIS OF THEIR LOGIC AND SEQUENCE OF CONSTRUCTION      02507 20
                AS WELL AS THEIR PEDAGOGICAL SOUNDNESS,                       02507 21
*PREREQUISITE 2506                                                            02507 22
*EXPERIENCE     1,  THE TRAINEE IS ASSIGNED A HYPOTHETICAL INSTRUCTIONAL      02507 11
                SITUATION SPECIFYING LEARNER CHARACTERISTICS, CONTENT         02507 12
                AREA, OBJECTIVES AND ENVIRONMENT,  2,  THE INSTRUCTOR         02507 13
                SUPPLIES A SERIES OF CONTENT UNITS WHICH MAY OR MAY NOT BE02507 14
                IN A LOGICAL SEQUENCE,  3,  THE TRAINEE EVALUATES THE         02507 15
                CONTENT UNITS AND TURNS HIS WRITTEN EVALUATION INTO THE       02507 16
                INSTRUCTOR,  4,  THE INSTRUCTOR EVALUATES THE TRAINEESS       02507 17
                EVALUATION AND PROVIDES FEEDBACK,                             02507 18
*SETTING        INDEPENDENT  COLLEGE                                          02507 10
```

```
*MATERIALS     NONE                                                      02507  5
*LEVEL         ALL GRADES                                                02507  8
*GENERAL:      ALL CANDIDATES                                            02507  7
*HOURS         2                                                         02507  6
*EVALUATION    INSTRUCTOR JUDGMENT,                                      02507 23
*FILE          BLANK  EVALUATION  CONTENT                                02507  9
```

```
*OBJECTIVES    1.  TO BE ABLE TO GIVE APPROPRIATE FEEDBACK,  2.  TO BE   02508 22
               ABLE TO ANTICIPATE PUPIL REACTION TO FEEDBACK,            02508 23
*PREREQUISITE  NONE                                                      02508 24
*EXPERIENCE    1.  THE TRAINEE WILL, IN WRITING:  A,  STRUCTURE A        02508 11
               HYPOTHETICAL SITUATION BY SPECIFYING THE CHARACTERISTICS  02508 12
               OF A SINGLE LEARNER,  THE ENVIRONMENTAL SITUATION, AND THE02508 13
               POSITIVE OR NEGATIVE NATURE OF FEEDBACK WHICH WILL BE     02508 14
               GIVEN TO THE HYPOTHETICAL PUPIL,  B,  ANTICIPATE PUPIL    02508 15
               REACTION TO THE FEEDBACK,  C,  INDICATE FEASIBLE METHODS  02508 16
               OF PROVIDING THE FEEDBACK WITHOUT ELICITING UNNECESSARY   02508 17
               EMOTIONAL REACTIONS ON THE PART OF THE PUPILS,  2,  THE   02508 18
               INSTRUCTOR AND THE TRAINEE WILL THEN CONFER CONCERNING THE02508 19
               APPROPRIATENESS OF THE TRAINEESS METHODS FOR PROVIDING    02508 20
               FEEDBACK,                                                 02508 21
*SETTING       INDEPENDENT  COLLEGE                                      02508 10
*MATERIALS     NONE                                                      02508  5
*LEVEL         ALL GRADES                                                02508  8
*GENERAL:      ALL CANDIDATES                                            02508  7
*HOURS         1/2                                                       02508  6
*EVALUATION    INSYRUCTOR JUDGMENT,                                      02508 25
*FILE          BLANK  FEEDBACK  BLANK                                    02508  9
```

```
*OBJECTIVES    1.  TO BE ABLE TO GIVE APPROPRIATE FEEDBACK,  2.  TO BE   02509 20
               ABLE TO ANTICIPATE PUPIL REACTION TO FEEDBACK AND REACT TO02509 21
               IT,                                                       02509 22
*PREREQUISITE  MODULE 2508                                               02509 23
*EXPERIENCE    1.  THE TRAINEE IS ASSIGNED A WRITTEN HYPOTHETICAL        02509 11
               INSTRUCTIONAL SITUATION IN WHICH THE CHARACTERISTICS OF A 02509 12
               SINGLE LEARNER, THE ENVIRONMENTAL SITUATION, AND THE      02509 13
               POSITIVE OR NEGATIVE NATURE OF FEEDBACK IS SPECIFIED,     02509 14
               2.  TRAINEE FACES AN ACTOR TRAINED TO PORTRAY CERTAIN     02509 15
               REACTIONS TO THE FEEDBACK,  TRAINEE MUST REACT TO THESE   02509 16
               REACTIONS,  THE EPISODE IS VIDEO-TAPED,  3,  THE TRAINEE  02509 17
               VIEWS THE TAPE IN THE COMPANY OF THE INSTRUCTOR AND       02509 18
               RECEIVES FEEDBACK,                                        02509 19
*SETTING       INDEPENDENT  COLLEGE                                      02509 10
*MATERIALS     1.  VIDEO TAPE EQUIPMENT,  2,  PROFESSIONAL ACTOR,        02509  5
*LEVEL         ALL GRADES                                                02509  8
*GENERAL:      ALL CANDIDATES                                            02509  7
*HOURS         1                                                         02509  6
*EVALUATION    INDSTUCTOR JUDGMENT                                       02509 24

*FILE          BLANK  FEEDBACK  BLANK                                    02509  9
```

```
*OBJECTIVES    1.  TO DEMONSTRATE THE ABILITY TO BRING RELEVANT          02510 22
               PSYCHOLOGICAL PRINCIPLES TO BEAR IN CONFRONTING PROBLEMS  02510 23
               OF DEVIANT BEHAVIOR,                                      02510 24
*PREREQUISITE  1.  A KNOWLEDGE OF EDUCATIONAL PSYCHOLOGY,                02510 25
*EXPERIENCE    1.  THE TRAINEE WILL, IN WRITING:  A,  STRUCTURE A        02510 11
               HYPOTHETICAL INSTRUCTIONAL SITUATION BY SPECIFYING LEARNER02510 12
               CHARACTERISTICS, CONTENT AREA, OBJECTIVES AND ENVIRONMENT,02510 13
```

```
                B.  SUGGEST DEVIANT BEHAVIOURAL REACTIONS ON THE PART OF    02510 14
                PUOILS THAT MIGHT OCCUR IN THIS SITUATION,  C,  INDICATE    02510 15
                PSYCHOLOGICAL PRINCIPLES THAT MIGHT PROVE USEFUL AS GUIDES02510 16
                IN READING TO THE HYPOTHETICAL SITUATION,  D,  SPECIFY HOW02510 17
                HE WOULD REACT TO THE HYPOTHETICAL SITUATION,  2,  THE      02510 18
                INSTRUCTOR AND THE TRAINEE WILL THEN CONFER CONCERNING THE02510 19
                APPROPRIATESNESS OF THE TRAINEESS REACTIONS,  FEEDBACK      02510 20
                WILL BE PROVIDED,                                           02510 21
*SETTING        INDEPENDENT  COLLEGE                                        02510 10
*MATERIALS      NONE                                                        02510  5
*LEVEL          ALL GRADES                                                  02510  8
*GENERAL        ALL CANDIDATES                                              02510  7
*HOURS          1/2                                                         02510  6
*EVALUATION     INSTRUCTOR JUDGMENT,                                        02510 26
*FILE           BLANK  DISCIPLINE  BLANK                                    02510  9
```

```
*OBJFCTIVES     TO EFFECTIVELY HANDLE OFFENDERS OF MAINTAINING AN ORDERLY 02511 22
                CLASSROOM,                                                02511 23
*PREREQUISITE 1,  KNOWLEUGE OF PROCEDURES FOR CHANGING UNDESIRED          02511 24
                BEHAVIOR TO DESIRED BEHAVIOR,                             02511 25
*EXPERIENCE     THE TRAINEE WILL STRUCTURE A HYPOTHETICAL CLASSROOM       02511 11
                SITUATION BY SPECIFYING LEARNER CHARACTERISTICS ZE,G,,    02511 12
                AGE, ABILITY, BACKGROUND+,  THE TRAINEESS FELLOW STUDENTS 02511 13
                WILL ROLE*PLAY THE PUPILS IN THE HYPOTHETICAL SITUATION,  02511 14
                THE TRAINEE WILL ASK SEVERAL OF THE STUDENTS TO PLAY THE  02511 15
                ROLE OF DISCIPLINE PROBLEM CHILDREN,  THE TRAINEE WILL    02511 16
                ROLE PLAY THE TEACHER AND UEMONSTRATE HOW HE WOULD HANDLE 02511 17
                EACH OFFENUER IN ORDER TO CHANGE THE OFFENDERSS           02511 18
                UNACCEPTABLE BEHAVIOR INTO THE DESIREU BEHAVIOR,  THE     02511 19
                TRAINEE WILL RECEIVE FEEDBACK ON HIS TECHNIQUES FROM HIS  02511 20
                FELLOW STUUENTS AS WELL AS FROM THE INSTRUCTOR,           02511 21
*SETTING        LARGE GROUP  COLLEGE                                      02511 10
*MATERIALS      NONE                                                      02511  5
*LEVEL          ALL GRADES                                                02511  8
*GENERAL        ALL CANDIDATES                                            02511  7
*HOURS          1/2                                                       02511  6
*EVALUATION     INSTRUCTORSS AND FELLOW STUDENTSS JUDGMENTS,              02511 26

*FILE           DISCIPLINE  ROLE*PLAY  OFFENDERS                          02511  9
```

```
*OBJECTIVES     1,  TO BRING RELEVANT PSYCHOLOGICAL PRINCIPLES TO BEAR IN 02512 20
                CONFRONTING PROBLEMS OF DEVIANT BEHAVIOR,                 02512 21
*PREREQUISITE 1211                                                        02512 22
*EXPERIENCE     1,  THE TRAINEE IS ASSIGNEU A WRITTEN HYPOTHETICAL        02512 11
                INSTRUCTIONAL SITUATION SPECIFYING LEARNER                02512 12
                CHARACTERISTICS, CONTENT AREA, OBJECTIVES AND ENVIRONMENT,02512 13
                2,  INSTRUCTOR SPECIFIES THE AMOUNT AND EXTENT OF DEVIANT 02512 14
                BEHAVIOR IN THE HYPOTHETICAL CLASSROOM,  3,  THE TRAINEE  02512 15
                THEN ACTS UUT ON VIDEO TAPE HIS REACTIONS TO AND          02512 16
                TREATMENT UF THE DEVIANT BEHAVIOR,  4,  THE TRAINEE VIEWS 02512 17
                THE TAPE IN THE COMPANY OF THE INSTRUCTOR AND RECEIVES    02512 18
                APPROPRIATE FEEDBACK,                                     02512 19
*SETTING        INDEPENDENT  COLLEGE                                      02512 10
*MATERIALS      1,  VIDEO TAPE EQUIPMENT,                                 02512  5
*LEVEL          ALL GRADES                                                02512  8
*GENERAL        ALL CANDIDATES                                            02512  7
*HOURS          1                                                         02512  6
*EVALUATION     INSTRUCTOR JUDGMENT,                                      02512 23
*FILE           BLANK  DISCIPLINE  BLANK                                  02512  9
```

```
*OBJECTIVES     1,  TO DIAGNOSE PROBLEM BEHAVIOR,  2,  TO PRESCRIBE       02513 19
                PROCEDURE FOR HANDLING PROBLEM BEHAVIOR,  3,  TO TELL HOW 02513 20
                PROBLEMS MIGHT BE AVOIDED IN THE FUTURE,                  02513 21
*PREREQUISITE NONE                                                        02513 22
*EXPERIENCE     THE TRAINEE WILL BE GIVEN A SERIES OF HYPOTHETICAL        02513 11
                SITUATIONS IN WHICH ONE OR MORE PUPILS ARE ENGAGED IN     02513 12
                UNDESIRABLE BEHAVIOR,  THE LEARNER CHARACTERISTICS ZE.G., 02513 13
                AGE, BACKGROUND, ABILITY ETC* WILL BE SPECIFIED,  THE       02513 14
                TRAINEE WILL DIAGNOSE THE PROBLEM, PRESCRIBE THE            02513 15
                APPROPRIATE PROCEDURE FOR HANDLING THE PROBLEM, AND THEN   02513 16
                TELL HOW THE SITUATION MIGHT BE AVOIDED IN THE FUTURE,     02513 17
                THE TRAINEE WILL RECEIVE FEEDBACK FROM THE INSTRUCTOR,     02513 18
*SETTING        INDEPENDENT  COLLEGE                                        02513 10
*MATERIALS      1,  HYPOTHETICAL SITUATIONS,                                02513  5
*LEVEL          ALL GRADES                                                  02513  8
*GENERAL        ALL CANDIDATES                                              02513  7
*HOURS          1                                                           02513  6
*EVALUATION     INSTRUCTOR JUDGMENT,                                        02513 23
*FILE           UNDESIRABLE BEHAVIOR  DIAGNOSE  BLANK                       02513  9

*OBJECTIVES     1, TO BE ABLE TO DEVISE AN ASSIGNMENT THAT IS RELEVANT TO 02514 22
                THE GROUP, CONTENT AREA, AND OBJECTIVES WITH WHICH THE     02514 23
                TRAINEE IS ASSOCIATED,                                      02514 24
*PREREQUISITE   NONE                                                        02514 25
*EXPERIENCE     1, THE TRAINEE WILL, IN WRITING: A, STRUCTURE A             02514 11
                HYPOTHETICAL INSTRUCTIONAL SITUATION BY SPECIFYING         02514 12
                LEARNER CHARACTERISTICS, CONTENT AREA, OBJECTIVES AND      02514 13
                ENVIRONMENT,  B, COMPOSE A RELEVANT ASSIGNMENT,            02514 14
                ENCOMPASSING EXACT DIRECTIONS RELATIVE TO PUPIL            02514 15
                PERFORMANCE AND SETTING FORTH EXPLICIT EXPECTATIONS,       02514 16
                C, SUBMIT ASSIGNMENT TO FIVE OTHER STUDENTS FOR EVALUATION02514 17
                IN TERMS OF CLARITY, RELEVANCE, ETC,  REVISE ON THE BASIS 02514 18
                OF RECOMMENDATIONS OF CLASSMATES,  2, THE INSTRUCTOR       02514 19
                AND TRAINEE WILL THEN CONFER REGARDING CLARITY, RELEVANCE,02514 20
                ETC,, AND FEEDBACK WILL BE PROVIDED,                        02514 21
*SETTING        INDEPENDENT  COLLEGE                                        02514 10
*MATERIALS      NONE                                                        02514  5
*LEVEL          ALL GRADES                                                  02514  8
*GENERAL        ALL CANDIDATES                                              02514  7
*HOURS          1/2                                                         02514  6
*EVALUATION     INSTRUCTOR JUDGMENT,                                        02514 26
*FILE           DIRECTING  GIVING ASSIGNMENTS                               02514  9

*OBJECTIVES     1, TO BE ABLE TO DEVISE AN ASSIGNMENT THAT IS RELEVANT     02515 24
                TO THE GROUP, CONTENT AREA, AND OBJECTIVES WITH WHICH THE 02515 25
                TRAINEE IS ASSOCIATED,  2, TO BE ABLE TO ADMINISTER SAME   02515 26
                ASSIGNMENT,                                                 02515 27
*PREREQUISITE   MODULE 2514                                                 02515 28
*EXPERIENCE     1, THE TRAINEE IS ASSIGNED TEN FOURTH GRADE PUPILS FOR     02515 11
                WHOM BACKGROUND DATA HAS BEEN SPECIFIED PRIOR TO THE CLASS02515 12
                SESSION,  CONTENT AREA AND OBJECTIVE ARE ALSO SPECIFIED,   02515 13
                2, THE TRAINEESS TASK IS TO COMPOSE AND ADMINISTER A       02515 14
                WRITTEN ASSIGNMENT TO THE PUPILS,  IN ORDER TO ACCOMPLISH 02515 15
                THIS THE TRAINEE MUST FAMILIARIZE HIMSELF WITH EVERY       02515 16
                ASPECT OF THE PUPILSS PROGRESS,  THE ASSIGNMENT MUST       02515 17
                POSSESS THE QUALITIES OF EXACTNESS, CLARITY, AND           02515 18
                RELEVANCE,  3, THE TRAINEE IS VIDEO TAPED AS HE            02515 19
                ADMINISTERS THE ASSIGNMENT AND REACTS TO PUPIL             02515 20
                QUESTIONS,  4, THE TRAINEE THEN VIEWS THE TAPE WITH THE    02515 21
                INSTRUCTOR AND RECEIVES FEEDBACK REGARDING HIS             02515 22
                PERFORMANCE,                                                02515 23
*SETTING        INDEPENDENT  SCHOOL                                         02515 10
*MATERIALS      1, VIDEO TAPE EQUIPMENT, 2, TEN FOURTH GROVE PUPILS,       02515  5
                3, BACKGROUND DATA ON THE PUPILS, 4, MICRO TEACHING        02515
                LABORATORY                                                  02515
*LEVEL          ALL GRADES                                                  02515  8
*GENERAL        ALL CANDIDATES                                              02515  7
*HOURS          1                                                           02515  6
*EVALUATION     INSTRUCTOR JUDGMENT,                                        02515 29
*FILE           MICRO TEACHING  DIRECTING  GIVING ASSIGNMENTS               02515  9
```

```
*OBJECTIVES    1, TO BE ABLE TO UTILIZE PUPIL CONTRIBUTIONS AS AIDS IN   02516 19
               ILLUSTRATION, CONTRAST, AND COMPARISON, IE,, IN           02516 20
               INSTRUCTION,                                              02516 21
*PREREQUISITE NONE                                                       02516 22
*EXPERIENCE    1, THE TRAINEE WILL, IN WRITING! A, STRUCTURE A           02516 11
               HYPOTHETICAL INSTRUCTIONAL SITUATION BY SPECIFYING        02516 12
               LEARNER CHARACTERISTICS, CONTENT AREA, OBJECTIVES AND     02516 13
               ENVIRONMENT,  B, SUGGEST PUPIL CONTRIBUTIONS THAT MIGHT   02516 14
               OCCUR IN THIS SITUATION,  C, INDICATE HOW HE WOULD USE    02516 15
               THESE CONTRIBUTIONS IN HIS PRESENTATION,  2, THE          02516 16
               INSTRUCTOR AND TRAINEE WILL CONFER AND FEEDBACK WILL BE   02516 17
               PROVIDED,                                                 02516 18
*SETTING       INDEPENDENT  COLLEGE                                      02516 10
*MATERIALS     NONE                                                      02516  5
*LEVEL         ALL GRADES                                                02516  8
*GENERAL       ALL CANDIDATES                                            02516  7
*HOURS         1                                                         02516  6
*EVALUATION    INSTRUCTOR JUDGMENT,                                      02516 23
*FILE          PUPIL CONTRIBUTIONS                                       02516  9
```

```
*OBJECTIVES    1, TO BE ABLE TO UTILIZE PUPIL CONTRIBUTIONS AS AIDS IN   02517 22
               ILLUSTRATION, CONTRACT, AND COMPARISON, IE,, IN           02517 23
               INSTRUCTION,                                              02517 24
*PREREQUISITE 2516                                                       02517 25
*EXPERIENCE    1, THE TRAINEE WILL BE GIVEN A PRESENTATION OF THE        02517 11
               INSTRUCTORSS CHOICE TO PREPARE,  THE INSTRUCTOR WILL      02517 12
               SPECIFY THE LEARNER CHARACTERISTICS, CONTENT AREA,        02517 13
               OBJECTIVES, AND ENVIRONMENT,  2, THE TRAINEE WILL MAKE    02517 14
               HIS PRESENTATION TO A GROUP OF HIS PEERS,  THE STUDENTS   02517 15
               WILL BE ENCOURAGED TO OFFER SUGGESTIONS, CLARIFICATIONS,  02517 16
               ANSWERS, ETC,  THE TRAINEE WILL BE EXPECTED TO RESPOND    02517 17
               EXTEMPORANEOUSLY TO THE CONTRIBUTIONS OF HIS PEERS AND TO 02517 18
               UTILIZE THEM IN HIS PRESENTATION,  THE PRESENTATION       02517 19
               WILL BE VIDEO TAPED,  3, THE TRAINEE VIEWS THE TAPE WITH  02517 20
               THE INSTRUCTOR AND RECEIVES APPROPRIATE FEEDBACK,         02517 21
*SETTING       INDEPENDENT  COLLEGE                                      02517 10
*MATERIALS     1, VIDEO TAPING EQUIPMENT,                                02517  5
*LEVEL         ALL GRADES                                                02517  8
*GENERAL       ALL CANDIDATES                                            02517  7
*HOURS         1                                                         02517  6
*EVALUATION    INSTRUCTOR JUDGMENT,                                      02517 26
*FILE          CLINICAL  PUPIL CONTRIBUTIONS                             02517  9
```

```
*OBJECTIVES    1, TO BE ABLE TO IMPLEMENT MANAGERIAL PROCEDURES FOR      02518 32
               EFFICIENT GROUP OPERATION, SUCH AS PUPIL ACCOUNTING,      02518 33
               RECORD KEEPING, COLLECTING AND DISTRIBUTING MATERIALS,    02518 34
               MAKING INSTRUCTIONAL MATERIALS CONVENIENT AND AVAILABLE,  02518 35
               PROVIDING FOR ORDERLY PUPIL MOVEMENT, ETC,  2, TO BE ABLE 02518 36
               TO ANTICIPATE THE NECESSARY MANAGERIAL PRODEDURES TO      02518 37
               INSURE EFFICIENT GROUP OPERATION,                         02518 38
*PREREQUISITE NONE,                                                      02518 39
*EXPERIENCE    1, THE TRAINEE WILL PREPARE THE FOLLOWING PAPER-AND-PENCIL02518 11
               ASSIGNMENT INDEPENDENTLY; A, STRUCTURE A HYPOTHETICAL     02518 12
               INSTRUCTIONAL SITUATION BY SPECIFYING LEARNER             02518 13
               CHARACTERISTICS ≥E,G,AGE, ABILITY, BACKGROUND, ETC,+,     02518 1
               CONTENT AREA ≥E,G,CREATIVE WRITING, READING, ROCKS, ETC,+,02518 15
               ASSUMING THAT THIS IS TO BE THE FIRST LESSON OF THE DAY,  02518 16
               INDICATE THE OBJECTIVES AND ENVIRONMENT TO BE             02518 17
               ESTABLISHED,  B, ESTABLISH ALL THE NECESSARY MANAGERIAL   02518 18
               PROCEDURES TO BE IMPLEMENTED FOR EFFICIENT GROUP OPERATION02518 19
               ≥E,G, PUPIL ACCOUNTING, RECORD KEEPING, COLLECTING AND    02518 20
               DISTRIBUTING MATERIALS, MAKING INSTRUCTIONAL MATERIALS    02518 21
               CONVENIENT AND AVAILABLE, PROVIDING FOR ORDERLY PUPIL     02518 22
```

```
                MOVEMENT, ETC.,•  2, IN AN A•V LABORATORY HE WILL THEN      02518 23
                AUDIO TAPE RECORD THESE INSTRUCTIONS AND ACTIVITIES         02518 24
                WITH THE HYPOTHETICAL CLASS,  THE INTENDED RESULT IS A      02518 25
                SMOOTH AND EFFICIENTLY OPERATING CLASS SESSION, WITH AS     02518 26
                MANY MANAGERIAL TASKS AS POSSIBLE PLANNED FOR IN ADVANCE,   02518 28
                3, AFTER SUBMITTING THE WRITTEN STATEMENT AND TAPE, HE      02518 29
                RECEIVES FEEDBACK FROM THE INSTRUCTOR REGARDING THE         02518 30
                IMPROVEMENT OF THIS PRACTICE TEACHING EXPERIENCE,           02518 31
•SETTING        INDEPENDENT  COLLEGE                                        02518 10
•MATERIALS      1, TAPE RECORDING EQUIPMENT AVAILABLE IN A•V LABORATORY     02518  5
                FOR STUDENT USAGE,  2, TAPES FOR EACH STUDENT TO USE FOR    02518
                THEIR OWN CLINICAL USE,                                     02518
•LEVEL          ALL GRADES                                                  02518  8
•GENERAL:       ALL CANDIDATES                                              02518  7
•HOURS          1 1/2                                                       02518  6
•EVALUATION     INSTRUCTOR JUDGMENT,                                        02518 40
•FILE           MANAGERIAL PROCEDURES  GROUP EFFICIENCY                     02518  9
```

```
•OBJECTIVES     1, TO BE ABLE TO PLAN MANAGERIAL PROCEDURES AS AN INTEGRAL02519 30
                PART OF PREPARATION FOR EACH CLASS PERIOD,  2, TO BE        02519 31
                ABLE TO IMPLEMENT MANAGERIAL PROCEDURES FOR EFFICIENT       02519 32
                GROUP OPERATION, SUCH AS PUPIL ACCOUNTING, RECORD KEEPING,02519 32
                COLLECTING AND DISTRIBUTING MATERIALS, MAKING               02519 33
                INSTRUCTIONAL MATERIALS CONVENIENT AND AVAILABLE,           02519 34
                PROVIDING FOR ORDERLY PUPIL MOVEMENT, ETC,                  02519 35
•PREREQUISITE MODULE 2518                                                   02519 36
•EXPERIENCE     1, THE TRAINEE IS ASSIGNED 10 FOURTH GRADERS FOR WHOM       02519 11
                BACKGROUND DATA ZABILITY, AGE, INTERESTS, ETC,• HAS BEEN    02519 12
                GIVEN TO THE TRAINEE IN ADVANCE OF THE CLASS SESSION,       02519 13
                THE CONTENT AREA FOR A MICRO•TEACHING EPISODE WITH THESE    02519 14
                PUPILS IS ALSO SPECIFIED,  HOWEVER, OBJECTIVES, MATERIALS   02519 15
                AND ASSIGNMENTS ARE NOT SPECIFIED,  2, THE TRAINEE IS TO    02519 16
                ESTABLISH THE FOLLOWING: A, OBJECTIVES FOR A MICRO•         02519 17
                TEACHING EXPERIENCE WITH THESE PUPILS• B, MATERIALS,        02519 18
                TASKS, ASSIGNMENTS AND SEQUENCE TO ACHIEVE THESE            02519 19
                OBJECTIVES• C, MANAGERIAL PROCEDURES TO BE IMPLEMENTED      02519 20
                FOR EFFICIENT GROUP OPERATION ZE,G, PUPIL ACCOUNTING,       02519 21
                RECORD KEEPING, COLLECTING AND DISTRIBUTING MATERIALS,      02519 22
                MAKING INSTRUCTIONAL MATERIALS CONVENIENT AND AVAILABLE,    02519 23
                PROVIDING FOR ORDERLY PUPIL MOVEMENT, ETC,•  3, HE IS       02519 24
                THEN VIDEO•TAPED AS HE ACTUALLY IMPLEMENTS SPECIFIED        02519 25
                MANAGERIAL PROCEDURES FOR EFFICIENT GROUP OPERATIONS TO     02519 26
                ACHIEVE THE STATED OBJECTIVES,  4, HE VIEWS THE TAPE        02519 27
                WITH THE INSTRUCTOR AND RECEIVES FEEDBACK REGARDING         02519 28
                THE IMPROVEMENT OF OF THIS PRACTICE TEACHING EXPERIENCE,    02519 29
•SETTING        SMALL GROUP Z1•12 STUDENTS•  SCHOOL                         02519 10
•MATERIALS      1, TEN FOURTH GRADERS FROM LOCAL SCHOOLS,  2, MICRO•        02519  5
                TEACHING LABORATORY,  3, VIDEO TAPE RECORDING EQUIPMENT,    02519
•LEVEL          ALL GRADES                                                  02519  8
•GENERAL:       ALL CANDIDATES                                              02519  7
•HOURS          2                                                           02519  6
•EVALUATION     INSTRUCTOR JUDGMENT                                         02519 37
•FILE           MANAGERIAL PROCEDURES  MICRO•TEACHING  GROUP EFFICIENCY,    02519  9
```

```
•OBJECTIVES     1, TO BE ABLE TO ALTER ANTICIPATED TIME AND ACTIVITY        02520 24
                SCHEDULES, CHANGING THE ORGANIZATION FOR ASSEMBLIES,        02520 25
                EMERGENCIES, ETC,  2, TO BE ABLE TO ANTICIPATE THE NEED     02520 26
                FOR ALTERATIONS IN THE TIME SCHEDULE AND BE PREPARED WITH   02520 27
                POSITIVE ACTIONS SHOULD THE NEED ARISE,                     02520 28
•PREREQUISITE MODULE 2519                                                   02520 29
•EXPERIENCE     1, THE TRAINEE PREPARES THE FOLLOWING ASSIGNMENT OUT•OF•    02520 11
                CLASS: A, STRUCTURE A HYPOTHETICAL INSTRUCTIONAL SITUATION02520 12
                BY SPECIFYING LEARNER CHARACTERISTICS ≥E,G, AGE,          02520 13
                ABILITY, BACKGROUND, ETC,+; CONTENT AREA ≥FRACTIONS,      02520 14
                AFRICAN GEOGRAPHY, LEAF IDENTIFICATION+, OBJECTIVES AND   02520 15
                ENVIRONMENT,  B, SUGGEST FOUR EVENTS THAT MAY OCCUR DURING02520 16
                THE DAY THAT MIGHT NECESSITATE AN ALTERATION IN THE TIME  02520 17
                AND ACTIVITY SCHEDULE ≥E,G, ASSEMBLIES, FILM BREAKDOWN,   02520 18
                SNOW STORM, ETC,+  C, INDICATE HOW YOU WOULD ALTER THE    02520 19
                ANTICIPATED TIME AND ACTIVITY SCHEDULE TO COMPENSATE FOR  02520 20
                EACH OF THESE EVENTUALITIES,  2, THE INSTRUCTOR AND THE   02520 21
                TRAINEE WILL CONFER ABOUT THESE PAPER-AND-PENCIL REACTIONS02520 22
                AND IMPROVEMENTS IN THIS EXPERIENCE WILL BE SUGGESTED,    02520 23
*SETTING        INDEPENDENT  COLLEGE                                      02520 10
*MATERIALS      BLANK                                                     02520  5
*LEVEL          ALL GRADES                                                02520  8
*GENERAL:       ALL CANDIDATES                                            02520  7
*HOURS          1/2                                                       02520  6
*EVALUATION     INSTRUCTOR JUDGMENT,                                      02520 30
*FILE           MANAGERIAL PROCEDURES  ALTERING TIME SCHEDULE             02520  9
```

```
*OBJECTIVES     TO BE ABLE TO ALTER THE ANTICIPATED TIME AND ACTIVITY     02521 40
                SCHEDULE EXTEMPORANEOUSLY, CHANGING ORGANIZATION FOR      02521 41
                ASSEMBLIES, EMERGENCIES, ETC)                             02521 42
*PREREQUISITE MODULE 2520                                                 02521 43
                TRAINEE WILL VIEW THE TRAINEESS TAPED MICRO-TEACHING
*EXPERIENCE     1, IN A CONFERENCE SITUATION THE INSTRUCTOR 2519 AND THE  02521 11
                TRAINEE WILL VIEW THE TRAINEESS TAPED MICRO-TEACHING      02521 12
                EPISODE FROM MODULE 12, ≥E,G, AFTER ASSIGNING TASKS,      02521 13
                DIRECTING STUDENTS INTO THEIR RESPECTIVE GROUPINGS AND    02521 14
                LOCATIONS, DISTRIBUTING MATERIALS AND TAKING ATTENDANCE,  02521 15
                THE TRAINEE BEGINS TO CIRCULATE AMONG THE STUDENTS,  A    02521 16
                GROUP OF FIVE IS CONSTRUCTING A MOOKUP OF THE COMMUNITY,  02521 17
                TWO PUPILS ARE AT THE BLACKBOARD PRACTICING A LETTER TO   02521 18
                THE MAYOR BEFORE PUTTING IT ON PAPER AND THE OTHER THREE  02521 19
                PUPILS ARE READING MATERIALS ABOUT COMMUNITY              02521 20
                ORGANIZATIONS,  EVERYTHING IS FUNCTIONING SMOOTHLY AND    02521 21
                THE PUPILS ARE ENTHUSIASTICALLY INVOLVED IN THEIR WORK,+  02521 22
                THE INSTRUCTOR MAY VERBALLY HYPOTHESIZE ADDITIONAL PUPILS 02521 23
                TO MAKE A FULL CLASS OF 24,  ≥E,G, (SUPPOSE THERE WERE    02521 24
                14 MORE PUPILS IN THE ROOM,  FIVE ARE WORKING ON A SECOND 02521 25
                PORTION OF THE MOCKUP, FOUR ARE PREPARING A BULLETIN      02521 26
                BOARD ON THE COMMUNITY, TWO ARE WRITING TO THEIR          02521 27
                CONGRESSMAN FOR ADDITIONAL INFORMATION AND THE REMAINING  02521 18
                FOUR, IN TEAMS OF TWO, ARE WITH THEIR MOTHERS             02521 19
                INTERVIEWING THE POLICE AND FIRE CHIEFS,(+  2, THE        02521 20
                RECORDING IS STOPPED AT A POINT WHERE THE GROUP IS        02521 21
                FUNCTIONING EFFICIENTLY,  THE INSTRUCTOR THEN POSES A     02521 22
                PROBLEM SITUATION TO WHICH THE TRAINEE MUST REACT         02521 23
                EXTEMPORANEOUSLY,  ≥E,G, (RIGHT AT THIS MOMENT THE BELLS  02521 24
                BEGIN RINGING FOR A FIRE DRILL,  AND WHILE YOU ARE OUTSIDE02521 25
                THE FOUR STUDENTS RETURN FROM THEIR INTERVIEWING,         02521 26
                ≥A+ HOW ARE YOU GOING TO ORGANIZE THE CHILDREN TO GET THEM02521 27
                OUT AND THEN BACK INTO THE BUILDING QUICKLY AND           02521 28
                EFFICIENTLY^ ≥B+ ONCE YOU HAVE RETURNED TO THE CLASSROOM, 02521 29
                HOW ARE YOU GOING TO GET THE PUPILS BACK TO THEIR TASKS^  02521 30
                ≥C+ WHAT ALTERATIONS WILL YOU MAKE IN YOUR TIME SCHEDULE  02521 31
                TO COMPENSATE FOR THIS TIME LOSS^(+ THE EXCHANGE BETWEEN  02521 32
                THE INSTRUCTOR AND THE TRAINEE AFTER THE VIEWING OF THE   02521 33
                VIDEO TAPE WILL BE AUDIO TAPE RECORDED,  3, THE INSTRUCTOR02521 34
                PROVIDES FEEDBACK REGARDING THE IMPROVEMENT OF THIS       02521 35
                PRACTICE TEACHING EXPERIENCE IN TWO WAYS; A, INTERACTION  02521 36
```

4

```
                AND COMMENTS TO THE TRAINEE DURING THE CONFERENCE,         02521 37
                B, WRITTEN COMMENTS FOLLOWING AN ADDITIONAL PREVIEWING OF  02521 38
                THE AUDIO TAPE,                                            02521 39
*SETTING        SMALL GROUP ≥1-12 STUDENTS+  SCHOOL                        02521 10
*MATERIALS      1. CONFERENCE ROOM, 2, VIDEO TAPE FROM MODULE 12 AND       02521  5
                VIDEO TAPE RECORDING EQUIPMENT, 3, AUDIO TAPE FOR STUDENT  02521
                USE AND AUDIO TAPE RECORDING EQUIPMENT,  4, LIST OF        02521
                PROBLEM SITUATIONS WHICH MIGHT BE SUGGESTED FOR TRAINEE    02521
                REACTION,                                                  02521
```

```
*OBJECTIVES     1. TO BE ABLE TO ADJUST PHYSICAL CONDITIONS FOR IMPROVED   02522 29
                PUPIL COMFORT AND/OR LEARNING EFFICIENCY, SUCH AS          02522 30
                CHANGING HEAT, LIGHTING, SEATING CONDITIONS, ETC,  2, TO   02522 31
                BE ABLE TO ANTICIPATE THE NEED FOR ADJUSTMENTS IN THE      02522 32
                PHYSICAL CONDITIONS OF THE CLASSROOM,                      02522 33
*PREREQUISITE   2521                                                       02522 34
*EXPERIENCE     1, THE TRAINEE IS TO PREPARE THE FOLLOWING ASSIGNMENT      02522 11
                OUT-OF-CLASS: A, THE TRAINEE IS GIVEN A LARGE PHOTOGRAPH   02522 12
                OF A CLASSROOM WITH A NORMAL COMPLIMENT OF EQUIPMENT,      02522 13
                ≥E,G, 30 DESKS, TEACHER≤S DESK, ONE OR TWO LONG TABLES,    02522 14
                TWO LARGE STORAGE CLOSETS, FOUR LARGE WINDOWS THAT OPEN    02522 15
                TOP AND BOTTOM, FLUORESCENT LIGHTING, ETC, B, THE TRAINEE  02522 16
                WILL STRUCTURE A HYPOTHETICAL INSTRUCTIONAL SITUATION BY   02522 17
                SPECIFYING LEARNER CHARACTERISTICS, CONTENT AREA,          02522 18
                OBJECTIVES AND ENVIRONMENT ≥E,G, TIME OF YEAR, TEMPERATURE02522 19
                AND CONDITIONS INSIDE AND OUTSIDE THE ROOM, PHYSICAL       02522 20
                ARRANGEMENTS NEEDED TO ACCOMPLISH THE GIVEN TASKS,+        02522 21
                C, HE IS THEN TO PROPOSE, IN WRITING, THE NECESSARY        02522 22
                ADJUSTMENTS IN PHYSICAL CONDITIONS FOR MAXIMUM PUPIL       02522 23
                COMFORT AND/OR LEARNING EFFICIENCY,  ≥E,G, CHANGING HEAT,  02522 24
                LIGHTING, SEATING CONDITIONS, ETC,+  2, THE INSTRUCTOR     02522 25
                THEN READS THE PROPOSED ADJUSTMENTS AND PROVIDES FEEDBACK  02522 26
                TO THE TRAINEE REGARDING THE IMPROVEMENT OF THIS PRACTICE  02522 27
                TEACHING EXPERIENCE,                                       02522 28
*SETTING        INDEPENDENT  COLLEGE                                       02522 10
*MATERIALS      1, LARGE PHOTOGRAPH OF CLASSROOM WITH NORMAL COMPLEMENT OF02522  5
                FURNITURE AND EQUIPMENT,                                   02522
*LEVEL          ALL GRADES                                                 02522  8
*GENERAL        ALL CANDIDATES                                             02522  7
*HOURS          15 MIN,                                                    02522  6
*EVALUATION     INSTRUCTOR JUDGMENT,                                       02522 35
*FILE           MANAGERIAL PROCEDURES  ADJUSTING CLASSROOM CONDITIONS,     02522  9
```

```
*OBJECTIVES     TO BE ABLE TO EXTEMPORANEOUSLY ADJUST THE PHYSICAL         02523 38
                CONDITIONS OF THE CLASSROOM FOR IMPROVED PUPIL COMFORT     02523 39
                AND/OR LEARNING EFFICIENCY,  TO BE ABLE TO ADJUST THE      02523 40
                PHYSICAL CONDITIONS OF THE CLASSROOM TO MEET THE NEEDS OF  02523 41
                THE INSTRUCTIONAL OBJECTIVES,                              02523 42
*PREREQUISITE   2522                                                       02523 43
*EXPERIENCE     1, THE INSTRUCTOR RANDOMLY ASSIGNS THE TRAINEE A           02523 11
                ≥WRITTEN+ HYPOTHETICAL INSTRUCTIONAL SITUATION BY          02523 12
                SPECIFYING LEARNER CHARACTERISTICS, CONTENT AREA,          02523 13
                OBJECTIVES AND ENVIRONMENTAL SITUATION, ≥E,G, YOU HAVE     02523 14
                A HETEROGENEOUS CLASS OF 28 SIXTH GRADERS IN A SUBURBAN    02523 15
                COMMUNITY,  IT IS YOUR OBJECTIVE TO HAVE THEM UNDERSTAND   02523 16
                CURRENT EVENTS BY HAVING THEM READ NEWSPAPER ARTICLES ON   02523 17
                AN ISSUE AND THEN EXPLAIN, WHAT THEY HAVE READ,  THERE ARE02523 18
                COPIES OF VARIOUS NEWSPAPERS FOR CLASSROOM USE,  THE       02523 19
                PUPILS ARE TO BE IN DISCUSSION GROUPS,+  2, CONSIDER THIS  02523 20
                INSTRUCTIONAL SITUATION TRAINEE FOR 5 MINUTES BEFORE      02523 21
                REACTING IN THE LABORATORY CLASSROOM SETTING,  BE PREPARED02523 22
                TO ADJUST THE PHYSICAL CONDITIONS OF THE ROOM FOR IMPROVED02523 23
                PUPIL COMFORT AND/OR LEARNING EFFICIENCY,  3, IN A MODEL  02523 24
                LABORATORY CLASSROOM ≥IT IS NOT NECESSARY TO HAVE ACTUAL  02523 25
                PUPILS.-THEY CAN BE IMAGINARY+, THE TRAINEE IS TO ARRANGE 02523 26
                THE PHYSICAL CONDITIONS IN THE ROOM FOR MAXIMUM PUPIL     02523 27
                COMFORT AND LEARNING EFFICIENCY,  AS THE TRAINEE ENGAGES  02523 28
                IN THIS TASK, THE INSTRUCTOR WILL OBSERVE AND, UTILIZING A02523 29
                CHECK LIST, EVALUATE THE TRAINEE≤S PERFORMANCE,  ≥E,G,    02523 30
                THE CHECKLIST WOULD INCLUDE! TEMPERATURE TO APPROPRIATE   02523 31
                LEVEL FOR WEATHER CONDITIONS, SEATS ARE ARRANGED IN       02523 32
                PROPER GROUPINGS FOR OBJECTIVES, PROPER LIGHTING HAS BEEN 02523 33
                PROVIDED, DISTRIBUTION OF NEWSPAPERS, ETC,+  4, THE       02523 34
                INSTRUCTOR WILL PROVIDE FEEDBACK BY GIVING THE TRAINEE THE02523 35
                CHECKLIST WITH APPROPRIATE COMMENTS TO SUPPLEMENT THE     02523 36
                CHECKLIST,                                                02523 37
*SETTING        SMALL GROUP ≥1=12 STUDENTS+  SCHOOL                       02523 10
*MATERIALS      1, MODEL LAB CLASSROOM, 2, MIMEOGRAPHED HYPOTHETICAL      02523  5
                INSTRUCTIONAL SITUATIONS,  3, PREPARED CHECKLISTS OF      02523
                EXPECTATIONS,                                             02523
*LEVEL          ALL GRADES                                                02523  8
*GENERAL!       ALL CANDIDATES                                            02523  7
*HOURS          15 MIN,                                                   02523  6
*EVALUATION     INSTRUCTOR JUDGMENT,                                      02523 44
*FILE           MODEL CLASSROOM  MANAGERIAL PROCEDURES  ADJUSTING PHYSICAL02523  9
                CONDITIONS,                                               02523
```

```
*OBJECTIVES     1, TO BE ABLE TO REMOVE, RELOCATE OR ALTER PHYSICAL       02524 26
                DISTRACTORS FROM THE ENVIRONMENT TO SUIT THE OBJECTIVES   02524 27
                OF THE LESSON AND THE STUDENTS≤ NEEDS,  2, TO BE ABLE TO  02524 28
                ANTICIPATE THE NEED FOR ADJUSTMENT IN THE PHYSICAL        02524 29
                DISTRACTORS,                                              02524 30
*PREREQUISITE 2523                                                        02524 31
*EXPERIENCE     1, THE TRAINEE IS TO PREPARE THE FOLLOWING PAPER=AND=     02524 11
                PENCIL ASSIGNMENT INDEPENDENTLY! A, UTILIZING THE         02524 12
                PHOTOGRAPH OF A CLASSROOM AND THE HYPOTHETICAL            02524 13
                INSTRUCTIONAL SETTING PREPARED FOR MODULE 2522, CITE THE  02524 14
                PHYSICAL DISTRACTORS AND/OR PROPS THAT SHOULD BE REMOVED, 02524 15
                RELOCATED OR ALTERED TO SUIT THE OBJECTIVES OF THE LESSON 02524 16
                AND THE PUPILS≤ NEEDS,  B, MAKE A LIST OF STEPS TO BE     02524 17
                TAKEN IN ALTERING THE PHYSICAL PROPERTIES IN THE          02524 18
                ENVIRONMENT,  ≥E,G, CLOSE DRAPES, MOVE PLANTS, PUT FLANNEL02524 19
                BOARD IN THE CORNER, MAKE GLOBES AVAILABLE IN DIFFERENT   02524 20
                PARTS OF THE ROOM, ETC,+  2, THE INSTRUCTOR WILL PROVIDE  02524 21
                FEEDBACK REGARDING THE IMPROVEMENT OF THIS PRACTICE       02524 22
                TEACHING EXPERIENCE BY MARKING ON A PRE-PREPARED CHECKLIST02524 23
                OF EXPECTATIONS THOSE FACTORS THE TRAINEE CONSIDERED AND  02524 24
                THOSE FACTORS HE IGNORED IN THE PHOTOGRAPH,               02524 25
*SETTING        INDEPENDENT  SCHOOL                                       02524 10
*MATERIALS      1, STUDENT PREPARED HYPOTHETICAL INSTRUCTIONAL SETTING    02524  5
                FROM MODULE 15,  2, PHOTOGRAPH OF CLASSROOM FROM          02524
                MODULE 15, WITH MANY PHYSICAL PROPS PURPOSELY INCLUDED,   02524
                3, CHECKLIST OF EXPECTATIONS,                             02524
*LEVEL          ALL GRADES                                                02524  8
*GENERAL!       ALL CANDIDATES                                            02524  7
*HOURS          45 MIN,                                                   02524  6
*EVALUATION     INSTRUCTOR JUDGMENT,                                      02524 32
*FILE           MANAGERIAL PROCEDURES  RELOCATING PHYSICAL PROPS,         02524  9
```

```
*OBJECTIVES    1, TO BE ABLE TO REMOVE, RELOCATE OR ALTER PHYSICAL         02525 27
               DISTRACTORS FROM THE ENVIRONMENT TO SUIT THE OBJECTIVES OF02525 28
               THE LESSON AND THE STUDENTS≤ NEEDS,  2, TO BE ABLE TO       02525 29
               EXTEMPORANEOUSLY ADJUST THE PHYSICAL DISTRACTORS IN THE     02525 30
               ENVIRONMENT,                                                02525 31
*PREREQUISITE 2524                                                         02525 32
*EXPERIENCE    1, THE TRAINEE IS TO UTILIZE THE HYPOTHETICAL               02525 11
               INSTRUCTIONAL SITUATION ASSIGNED IN MODULE 2523 FOR THIS    02525 12
               EXPERIENCE,  2, THE TRAINEE IS TO HAVE FIVE MINUTES TO      02525 13
               CONSIDER, THE INSTRUCTIONAL SITUATION BEFORE REACTING IN    02525 14
               THE LABORATORY CLASSROOM SETTING,  HE IS TO BE PREPARED     02525 15
               TO REMOVE, RELOCATE OR ALTER THE PHYSICAL DISTRACTORS       02525 16
               FROM THE ENVIRONMENT TO SUIT THE OBJECTIVES OF THE LESSON   02525 17
               AND THE STUDENTS≤ NEEDS,  3, IN A MODEL LABORATORY          02525 18
               CLASSROOM WHERE PHYSICAL DISTRACTORS SUCH AS PLANTS,        02525 19
               GLOBES, PAPERS, ETC, HAVE BEEN LOCATED, THE TRAINEE IS TO   02525 20
               ADJUST THE ROOM FOR MAXIMUM LEARNING EFFICIENCY,  4, AS     02525 21
               THE TRAINEE ENGAGES IN THIS TASK, THE INSTRUCTOR WILL       02525 22
               OBSERVE AND, UTILIZING A CHECKLIST, EVALUATE THE            02525 23
               TRAINEE≤S PERFORMANCE,  ≥E,G, THE CHECKLIST WOULD INCLUDE;02525 24
               GLOBES, DRAPES, BOOKS AND PAPERS, PLANTS, DISPLAYS,         02525 25
               FLANNEL BOARD, ETC,+                                        02525 26
*SETTING       SMALL GROUP ≥1-12 STUDENTS+  SCHOOL                         02525 10
*MATERIALS     1, MODEL LABORATORY CLASSROOM 2, HYPOTHETICAL               02525  5
               INSTRUCTIONAL SITUATION ASSIGNED IN MODULE 16,              02525
               3, CHECKLIST OF ITEMS TO BE CONSIDERED,                     02525
                                                                           02525  8
*LEVEL         ALL GRADES                                                  02525  7
*GENERAL       ALL CANDIDATES                                              02525  6
*HOURS         15 MIN,                                                     02525 33
*EVALUATION    INSTRUCTOR JUDGMENT,                                        02525  9
*FILE          MODEL CLASSROOM  MANAGERIAL PROCEDURES  RELOCATING          02525
               PHYSICAL PROPS,                                             02525
```

```
*OBJECTIVES    1, TO BE ABLE TO PROVIDE PHYSICAL PROPS TO CREATE A         02526 34
               DESIRED ATMOSPHERE, SUCH AS SOFT MUSIC FOR A CALM AND       02526 35
               RELAXING MOOD AND LIVELY MUSIC AND/OR EXERCISE FOR          02526 36
               STIMULATION,  2, TO BE ABLE TO CONSIDER ALTERNATIVE         02526 37
               METHODS TO ACHIEVE THE SAME OBJECTIVE,                      02526 38
                                                                           02526 39
*PREREQUISITE 2525
*EXPERIENCE    1, THE TRAINEE IS TO PREPARE THIS EXERCISE INDEPENDENTLY: 02526 11
               A, CREATE AN INSTRUCTIONAL SITUATION IN WHICH PHYSICAL      02526 12
               PROPS ARE NECESSARY TO PROVIDE A DESIRED ATMOSPHERE,  BE    02526 13
               SURE TO SPECIFY LEARNER CHARACTERISTICS, ENVIRONMENTAL      02526 14
               SETTING, CONTENT AREA AND OBJECTIVES,  ≥E,G, BY 1;30 IN     02526 15
               THE AFTERNOON MY CLASS OF 25 FIRST-GRADERS IS TENSE,        02526 16
               THEIR ATTENTION TO SCHOOL-RELATED FUNCTIONS IS VERY         02526 17
               LIMITED SINCE THEIR HOMES AND CHILDHOOD HAVE NOT BEEN       02526 18
               [EDUCATION-ORIENTED,[  THUS, BY MIDAFTERNOON THEY HAVE      02526 19
               REACHED THEIR PEAK FRUSTRATION TOLERANCE LEVEL AND THEIR    02526 20
               ATTENTION TO ANY ACTIVITY IS DWINDLING,  IT IS MY PURPOSE,02526 21
               THEREFORE, TO GIVE THEM AN OPPORTUNITY TO COMPLETELY RELAX02526 22
               WITHIN THE CLASSROOM SETTING,  I WILL HAVE THEM REST        02526 23
               ANYWHERE IN THE ROOM WHILE CALMING MUSIC IS ON THE RECORD   02526 24
               PLAYER,  I WOULD HOPE TO BE ABLE TO PROVIDE RUGS OR MATS    02526 25
               FOR THEM TO LIE ON IF THEY WISH,+  B, RATIONALIZE YOUR      02526 26
               CHOICE OF PHYSICAL PROPS TO SUPPORT YOUR OBJECTIVES,        02526 27
               C, SUGGEST ALTERNATIVE ACTIVITIES AND PROPS THAT COULD      02526 28
               HAVE BEEN UTILIZED TO ACHIEVE THE SAME OBJECTIVES,          02526 29
               2, THE INSTRUCTOR WILL PROVIDE WRITTEN FEEDBACK REGARDING   02526 30
               IMPROVEMENT OF THIS EXPERIENCE,  HE WILL ALSO PROVIDE       02526 31
```

```
                ANONYMOUS COPIES OF THE TRAINEE$S CLASSMATE$S WORK FOR      02526 32
                REFERENCE AND COMPARISON,                                   02526 33
*SETTING        INDEPENDENT  COLLEGE                                        02526 10
*MATERIALS      COPIES OF ASSIGNMENTS SUBMITTED TO BE DISTRIBUTED TO ALL    02526  5
                CLASS MEMBERS,                                              02526
*LEVEL          ALL GRADES                                                  02526  8
*GENERAL        ALL CANDIDATES                                              02526  7
*HOURS          1/2 - 1                                                     02526  6
*EVALUATION     INSTRUCTOR JUDGMENT,                                        02526 40
*FILE           MANAGERIAL PROCEDURES  PROVIDING PHYSICAL PROPS             02526  9
```

```
*OBJECTIVES     1, TO BE ABLE TO SELECT PHYSICAL PROPS TO CREATE A DESIRED02527 29
                ATMOSPHERE,  2, TO BE ABLE TO UTILIZE PHYSICAL PROPS TO     02527 30
                CREATE A DESIRED ATMOSPHERE,                                02527 31
*PREREQUISITE MODULE 2526                                                   02527 32
*EXPERIENCE     1, THE TRAINEE, IS ASSIGNED BY THE INSTRUCTOR A             02527 11
                HYPOTHETICAL INSTRUCTIONAL SITUATION WHICH REQUIRES         02527 12
                CREATING AN ATMOSPHERE,  HE IS TO PREPARE THE FOLLOWING     02527 13
                WRITTEN ASSIGNMENT FOR A MICRO-TEACHING EPISODE! A, MAKE    02527 14
                A LIST OF POSSIBLE OBJECTIVES, METHODS AND MATERIALS        02527 15
                ≥PROPS+ TO SUIT THE ASSIGNED CONTENT AREA, LEARNER          02527 16
                CHARACTERISTICS AND ENVIRONMENTAL BACKGROUND,  B, DECIDE    02527 17
                UPON THE MOST DESIREABLE ALTERNATIVE,  C, RATIONALIZE THE   02527 18
                SELECTION OF THIS ALTERNATIVE TEACHING STRATEGY,  2, IN A   02527 19
                MICRO-TEACHING LABORATORY WITH VIDEO-TAPE EQUIPMENT, THE    02527 20
                TRAINEE IS TO! A, SET UP THE PROPS NEEDED TO CREATE THE     02527 21
                DESIRED ATMOSPHERE,  B, ACT OUT THE INTRODUCTORY            02527 22
                INSTRUCTIONS AND DIRECTIONS TO THE STUDENTS,  3, THE        02527 23
                TRAINEE THEN VIEWS THE TAPE WITH THE INSTRUCTOR AND         02527 24
                RECEIVES FEEDBACK REGARDING THE IMPROVEMENT OF THIS         02527 25
                PRACTICE TEACHING EXPERIENCE,  FEEDBACK IS ALSO PROVIDED    02527 26
                BY THE INSTRUCTOR ON THE WRITTEN PORTION OF THIS            02527 27
                EXPERIENCE,                                                 02527 28
*SETTING        SMALL GROUP ≥1-12 STUDENTS+  SCHOOL                         02527 10
*MATERIALS      1, MICRO-TEACHING LABORATORY WITH VIDEO-TAPE EQUIPMENT,     02527  5
                2, MIMEOGRAPHED HYPOTHETICAL INSTRUCTIONAL SITUATIONS       02527
                WHICH REQUIRE THE CREATION OF AN ATMOSPHERE IN THE          02527
                CLASSROOM WITH PHYSICAL PROPS,                              02527
*LEVEL          ALL GRADES                                                  02527  8
*GENERAL        ALL CANDIDATES                                              02527  7
*HOURS          1 1/2                                                       02527  6
*EVALUATION     INSTRUCTOR JUDGMENT,                                        02527 33
*FILE           MICRO-TEACHING  MANAGERIAL PROCEDURES  PROVIDING PHYSICAL   02527  9
                PROPS                                                       02527
```

```
*OBJECTIVES     TO BE ABLE TO OPERATE AUDIO-VISUAL EQUIPMENT, INCLUDING     02528 21
                SETTING-UP, RUNNING, REPAIRING, REMOVING, AUTOMATING        02528 22
                INSTRUCTIONAL EQUIPMENT,                                    02528 23
*PREREQUISITE NONE                                                          02528 24
*EXPERIENCE     1, THE TRAINEE IS TO COMPLETE THE PROGRAMMED INSTRUCTION    02528 11
                ON OPERATING AUDIO-VISUAL EQUIPMENT IN THE INSTRUCTIONAL    02528 12
                MEDIA LABORATORY,  THIS PROGRAM SHOULD INCLUDE THE          02528 13
                OPERATION OF! A, 16MM, FILM PROJECTOR,  B, OVERHEAD         02528 14
                PROJECTOR,  C, OPAGUE PROJECTOR,  D, TAPE RECORDER          02528 15
                E, FILMSTRIP PROJECTOR,  F, VIDEO-TAPE RECORDER,  THIS      02528 16
                PROGRAM PROVIDES AUTOMATIC FEEDBACK SINCE EACH STEP IS      02528 17
                DEPENDENT UPON SUCCESSFUL COMPLETION OF THE PREVIOUS        02528 18
                STEP,  2, THE TRAINEE IS TO BE PREPARED TO OPERATE THIS     02528 19
                EQUIPMENT IN A MICRO-TEACHING EXPERIENCE IN MODULE 21,      02528 20
```

```
*SETTING        INDEPENDENT  SCHOOL                                   02528 10
*MATERIALS      PROGRAMMED INSTRUCTION ON OPERATING AUDIO-VISUAL EQUIPMENT02528  5
                IN THE INSTRUCTIONAL MEDIA LABORATORY,                02528
*LEVEL          ALL GRADES                                            02528  8
*GENERAL:       ALL CANDIDATES                                        02528  7
*HOURS          2-3                                                   02528  6
*EVALUATION     INSTRUCTOR JUDGMENT, OR SUCCESSFUL COMPLETION OF THE  02528 25
                PROGRAM,                                              02528 26
*FILE           MEDIA  MANAGERIAL PRODEDURES  OPERATING A-V EQUIPMENT 02528  9
```

```
*OBJECTIVES     1, TO BE ABLE TO SELECT AUDIO-VISUAL MATERIALS        02529 27
                APPROPRIATE TO INSTRUCTIONAL OBJECTIVES,  2, TO BE ABLE 02529 28
                TO OPERATE AUDIO-VISUAL EQUIPMENT, SETTING-UP, STARTING, 02529 29
                RUNNING, REPAIRING, AND REMOVING AUTOMATED INSTRUCTIONAL 02529 30
                EQUIPMENT,  3, TO BE ABLE TO UTILIZE AUDIO-VISUAL     02529 31
                EQUIPMENT IN AN INSTRUCTIONAL SETTING,                02529 32
*PREREQUISITE 2528                                                    02529 33
*EXPERIENCE     1, IN PREPARATION FOR A MICRO-TEACHING EPISODE, THE   02529 11
                TRAINEE WOULD: A, STRUCTURE A HYPOTHETICAL            02529 12
                INSTRUCTIONAL SITUATION BY SPECIFYING LEARNER         02529 13
                CHARACTERISTICS ≥E,G, AGE, ABILITY, BACKGROUND, ETC,+, 02529 14
                CONTENT AREA ≥E,G, MATH, FRACTIONS, MULTIPLICATION, ETC,, 02529 15
                OBJECTIVES AND ENVIRONMENT,  B, AFTER INVESTIGATING   02529 16
                ALTERNATIVES, HE WOULD SELECT AND PREPARE THE AUDIO-  02529 17
                VISUAL MATERIALS REQUIRED TO ACHIEVE THE CHOSEN       02529 18
                OBJECTIVES,  2, IN MICRO-TEACHING LABORATORY WITH VIDEO- 02529 19
                TAPE EQUIPMENT, THE TRAINEE WILL: A, SET UP AND OPERATE 02529 20
                THE AUDIO-VISUAL EQUIPMENT REQUIRED FOR THE LESSON,   02529 21
                B, INTRODUCE THE LESSON AND UTILIZE THE MATERIALS,    02529 22
                C, THE TRAINEE IS FREE TO PRACTICE-ERASE-PRACTICE UNTIL 02529 23
                HE IS SATISFIED WITH HIS ABILITY,  3, HE THEN VIEWS THE 02529 24
                TAPE WITH AN INSTRUCTOR AND RECEIVES FEEDBACK REGARDING 02529 25
                THE IMPROVEMENT OF THIS PRACTICE TEACHING EXPERIENCE, 02529 26
*SETTING        SMALL GROUP ≥1-12 STUDENTS+  SCHOOL                   02529 10
*MATERIALS      1, MICRO-TEACHING LABORATORY WITH VIDEO-TAPE EQUIPMENT, 02529  5
                2, LIBRARY OF AUDIO-VISUAL MATERIALS FOR STUDENT SELECTION02529
                AND USAGE,                                            02529
*LEVEL          ALL GRADES                                            02529  8
*GENERAL:       ALL CANDIDATES                                        02529  7
*HOURS          2                                                     02529  6
*EVALUATION     INSTRUCTOR JUDGMENT,                                  02529 34
*FILE           MICRO-TEACHING  MANAGERIAL PROCEDURES  OPERATING A-V  02529  9
                EQUIPMENT                                             02529
```

```
*OBJECTIVES     1, TO CHOOSE APPROPRIATE CONTENT, OPERATION, AND PRODUCTS 02530 22
                IN ORDER TO ACHIEVE AN OBJECTIVE,                     02530 23
*PREREQUISITE 1, TRAINEE MUST BE ABLE TO WRITE OBJECTIVES,  2, TRAINEE 02530 24
                MUST KNOW WHERE TO FIND INFORMATION ON CONTENT, OPERATIONS02530 25
                AND PRODUCTS FOR AN OBJECTIVE,                        02530 26
*EXPERIENCE     THE TRAINEE WILL STRUCTURE A HYPOTHETICAL INSTRUCTIONAL 02530 11
                SITUATION BY SPECIFYING LEARNER CHARACTERISTICS ≥E,G,, 02530 12
                AGE, ABILITY, BACKGROUND, ETC,+ ENVIRONMENT, CONTENT  02530 13
                ≥E,G,, MATH, FRACTIONS, NUTIPTICATION, ETC,+ AND      02530 14
                OBJECTIVES,  THE TRAINEE WILL SELECT THE CONTENT, PRODUCTS02530 15
                AND OPERATION NECESSARY FOR TEACHING THE OBJECTIVE,  IN AN02530 16
                A-V LABORATORY HE WILL UTILIZE HIS SELECTIONS BY      02530 17
                PRESENTING THEM TO HYPOTHETICAL PUPILS,  HE WILL BE FREE 02530 18
                TO PRACTICE-ERASE-PRACTICE UNTIL HE IS SATISFIED WITH 02530 19
                HIS PERFORMANCE,  HE WILL THEN VIEW HIS TAPE WITH HIS 02530 20
```

```
               INSTRUCTOR AND RECEIVE FEEDBACK ON HIS PERFORMANCE,        02530 21
*SETTING       INDEPENDENT  SCHOOL                                        02530 10
*MATERIALS     A-V LABORATORY                                             02530  5
*LEVEL         ALL GRADES                                                 02530  8
*GENERALI      ALL CANDIDATES                                             02530  7
*HOURS         1                                                          02530  6
*EVALUATION    TRAINEE SELF-EVALUATION INSTRUCTOR DECISION                02530 27
*FILE          MEDIA  CONTENT  OPERATION                                  02530  9

*OBJECTIVE     1,  TO SELECT APPROPRIATE CONTENT, OPERATIONS AND PRODUCTS02531 19
               BEFORE TEACHING A LESSON,                                  02531 20
*PREREQUISITE 1,  THE INTERN MUST BE ABLE TO WRITE AN OBJECTIVE,  2,  HE02531 21
               MUST KNOW WHERE TO FIND NEEDED MATERIAL                    02531 22
*EXPERIENCE    THE TRAINEE WILL BE ASSIGNED TO AN ACTUAL CLASSROOM,  HE   02531 11
               WILL BE ASKED TO TEACH A LESSON TO THE PUPILS,  HE WILL    02531 12
               SPECIFY HIS OBJECTIVES FOR THE LESSON, SELECT THE CONTENT  02531 13
               FOR THE LESS, AND DECIDE ON THE OPERATIONS FOR ACHIEVING   02531 14
               HIS OBJECTIVE,  HE WILL THEN BE VIDEO-TAPED AS HE TEACHES  02531 15
               THIS LESSON TO THE CLASS,  THE TRAINEE, TOGETHER WITH THE  02531 16
               INSTRUCTOR, WILL VIEW THE VIDEO TAPE IN ORDER THAT THE     02531 17
               INSTRUCTOR MAY PROVIDE THE TRAINEE WITH FEEDBACK,          02531 18
*SETTING       LARGE GROUP SCHOOL                                         02531 10
*MATERIALS     ACTUAL CLASS VIDEO TAPE EQUIPMENT                          02531  5
*LEVEL         ALL GRADES                                                 02531  8
*GENERALI      ALL CANDIDATES                                             02531  7
*HOURS         3                                                          02531  6
*EVALUATION    INSTRUCTOR JUDGMENT                                        02531 23
*FILE          CONTENT  PRODUCTS  OPERATIONS                              02531  9

*OBJECTIVES    TO SPECIFY AN INSTRUCTIONAL OBJECTIVE THAT IS APPROPRIATE  02532 22
               BEHAVIOR FOR A SPECIFIED LEARNING VARIABLES-               02532 23
*PREREQUISITE HE MUST BE ABLE TO WRITE AN INSTRUCTIONAL OBJECTIVE,        02532 24
               STATING TERMINAL BEHAVIOR, CONDITIONS AND LOWER LIMITS OF  02532 25
               OF CRITERICE,                                              02532 26
*EXPERIENCE    THE TRAINEE STRUCTURE A HYPOTHETICAL INSTRUCTIONAL         02532 11
               EXPERIENCE BY SPECIFYING LEARNER CHARACTERISTICS ≥E,G,,    02532 12
               AGE, ABILITY, BACKGROUND, ETC,• CONTENT AREA ≥E,G,, MATH,  02532 13
               FRACTIONS$ MULTIPLICATIONS, ETC,• AND ENVIRONMENT,  HE     02532 14
               THEN WRITES AN INSTRUCTIONAL OBJECTIVE FOR THIS SITUATION  02532 15
               IN WHICH HE STATES THE TERMINAL BEHAVIOR IN UNAMBIGUOUS,   02532 16
               OPERATIONAL TERMS, DESCRIBES THE CONDITIONS, UNDER WHICH   02532 17
               THE BEHAVIOR WILL BE EXPECTED TO OCCUR AND SPECIFIES THE   02532 18
               CRITENIONCY ACCEPTABLE LOWER LIMITS OF PERFORMANCE,  HE    02532 19
               RECEIVES FEEDBACK FROM HIS INSTRUCTOR AS TO THE            02532 20
               APPROPRIATENESS OF THE OBJECTIVE,                          02532 21
*SETTING       INDEPENDENT  COLLEGE                                       02532 10
MATERIALS      NONE                                                       02532  5
*LEVEL         ALL GRADES                                                 02532  8
*GENERALI      ALL CANDIDATES                                             02532  7
*HOURS         1                                                          02532  6
*EVALUATION    INSTRUCTOR DECISION                                        02532 27
*FILE          INSTRUCTIONAL OBJECTIVE  BLANK  BLANK                      02532  9

*OBJECTIVES    TO WRITE AN APPROPRIATE INSTRUCTIONAL OBJECTIVE TO MEET    02533 23
               THE VARIABLES OF THE LEARNING SITUATION                    02533 24
*PREREQUISITE 1,  THE LEARNER MUST BE ABLE TO DEFINE AN INSTRUCTIONAL     02533 25
               OBJECTIVE, STATING TERMINAL BEHAVIOR, CONDITIONS AND LOWER02533 26
               LIMITS OF CRITERIA                                         02533 27
*EXPERIENCE    THE TRAINEE WILL BE ASSIGNED A HYPOTHETICAL INSTRUCTIONAL  02533 11
               SITUATION WHICH SPECIFIES LEARNER CHARACTERISTICS ≥E,G,,   02533 12
               AGE, ABILITY, BACKGROUND, ETC,•, CONTENT AREA ≥E,G,,       02533 13
               FRACTIONS, ETC,• AND ENVIRONMENT,  HE WILL ALSO BE GIVEN   02533 14
               A ROUCH OUTLINE OF A UNIT PLAN AND ONE DAY≤S LESSON PLAN   02533 15
```

```
                FROM WITHIN THAT UNIT,  THE TRAINEE WILL WRITE AN           02533 16
                INSTRUCTIONAL OBJECTIVE APPROPRIATE TO THE MATERIALS HE     02533 17
                HAS BEEN GIVEN,  THE OBJECTIVE SHOULD STATE THE EXPECTED    02533 18
                TERMINAL BEHAVIOR IN UNAMBIGUOUS OPERATIONAL TERMIS,        02533 19
                DESCRIBE THE CONDITIONS UNDER WHICH THE BEHAVIOR WILL BE    02533 20
                EXPECTED TO OCCUR, AND SPECIFY THE CRITERION OF ACCEPTABLE02533 21
                LOWER LIMITS OF PERFORMANCE,                                02533 22
*SETTING        BLANK  COLLEGE                                              02533 10
*MATERIALS      CLASSROOM DATA                                              02533  5
*LEVEL          BLANK                                                       02533  8
*GENERAL        BLANK                                                       02533  7
*HOURS          3/4                                                         02533  6
*EVALUATION     INSTRUCTOR DECISION,                                        02533 28
*FILE           INSTRUCTIONAL OBJECTIVE  BLANK  BLANK                       02533  9
```

```
*EXPERIENCE     THE TRAINEE, WILL SELECT A PARTICULAR LESSON AND WRITE UP 02534 11
                THE INSTRUCTIONAL OBJECTIVES FOR THAT LESSON,  HE WILL     02534 12
                THEN LIST THE PREREQUISITES THAT THE PUPIL MUST HAVE IN    02534 13
                ORDER TO ACHIEVE THESE OBJECTIVES,  HE WILL RECEIVE        02534 14
                FEEDBACK FROM THE INSTRUCTOR AS TO THE CORRECTNESS OF HIS 02534 15
                DESIGNED PREREQUISITE,                                     02534 16
*EXPERIENCE     THE TRAINN                                                 02534
*SETTING        INDEPENDENT  SCHOOL                                        02534 10
*MATERIALS      NONE                                                       02534  5
*LEVEL          ALL GRADES                                                 02534  8
*GENERAL        ALL CANDIDATES                                             02534  7
*HOURS          1/4                                                        02534  6
*OBJECTIVES     TO SELECT PREREQUISITES WHICH WOULD PERMIT THE LEARNING OF02534 17
                AN OBJECTIVE,                                              02534 18
*PREREQUISITE 1,  KNOWLEDGE OF LEARNING VARIATIES,                         02534 19
*EVALUATION     INSTRUCTOR DECISION                                        02534 20
*FILE           PREREQUISITE  READINESS  BLANK                             02534  9
```

```
*OBJECTIVES     TO IDENTIFY WHICH PREREQUISITES WOULD PERMIT THE LEARNING 02535 16
                OF AN OBJECTIVE,                                           02535 17
*PREREQUISITE 1,  KNOWLEDGE OF LEARNING VARIATIES                          02535 18
*EXPERIENCE     THE TRAINEE IS GIVEN A LIST OF INSTRUCTIONAL OBJECTIVES    02535 11
                HE IS TO LIST THE PREREQUISITES NEEDED IN ORDER FOR A      02535 12
                PUPIL TO ACHIEVE THE OBJECTIVE,  THE TRAINEE WILL RECEIVE 02535 13
                FEEDBACK FROM HIS INSTRUCTOR AS TO THE APPROPRIATENESS OF 02535 14
                HIS CHOICE OF PREREQUISITES,                               02535 15
*SETTING        INDEPENDENT  COLLEGE                                       02535 10
*MATERIALS      NONE                                                       02535  5
*LEVEL          ALL GRADES                                                 02535  8
*GENERAL        ALL CANDIDATES                                             02535  7
*HOURS          1/2                                                        02535  6
*EVALUATION     INSTRUCTOR DECISION                                        02535 18
*FILE           PREREQUISITE  READINESS  BLANK                             02535  9
```

```
*OBJECTIVES     1,  TO ARRANGE CONTENT UNITS IN A LOGICAL AND              02536 20
                PEDAGOGICALLY REASONABLE ORDER,                            02536 21
*PREREQUISITE NONE                                                         02536 22
*EXPERIENCE     1,  THE TRAINEE WILL, IN WRITING; A,  STRUCTURE A          02536 11
                HYPOTHETICAL SITUATION BY SPECIFYING LEARNER               02536 12
                CHARACTERISTICS, CONTENT AREA, OBJECTIVES AND ENVIRO≥MENT,02536 13
                B,  ARRANGE AND SEQUENCE A SERIES OF CONTENT UNITS,  C,    02536 14
                DEFEND SOME ARRANGEMENT ON LOGICAL, PEDAGOGICAL, AND       02536 15
```

```
               SEQUENTIAL GROUNDS,  2,  THE INSTRUCTOR AND THE TRAI≥EE   02536 16
               WILL THEN CONFER CONCERNING THE APPROPRIATENESS OF THE    02536 18
               TRAINEE≤S PLAN,  FEEDBACK WILL BE PROVIDED,               02536 19
*SETTING       INDEPENDENT  COLLEGE                                      02536 10
*MATERIALS     NONE                                                      02536  5
*LEVEL         ALL GRADES                                                02536  8
*GENERAL       ALL CANDIDATES                                            02536  7
*HOURS         1                                                         02536  6
*EVALUATION    INSTRUCTOR JUDGMENT                                       02536 23
*FILE          BLANK  SUBSTANTIVE  SEQUENCING                            02536  9
```

```
*OBJECTIVES    1,  TO ARRANGE CONTENT UNITS IN A LOGICAL AND             02537 20
               PEDAGOGICALLY REASONABLE ORDER,                           02537 21
*PREREQUISITE 2536                                                       02537 22
*EXPERIENCE    1,  THE TRAINEE IS ASSIGNED A WRITTEN HYPOTHETICAL        02537 11
               INSTRUCTIONAL SITUATION SPECIFYING LEARNER                02537 12
               CHARACTERISTICS, CONTENT AREA, OBJECTIVES AND ENVIRONMENT,02537 13
               2,  INSTRUCTOR SPECIFIES A NUMBER OF CONTENT UNITS,  3,   02537 14
               THE TRAINEE MUST THEN ARRANGE THE CONTENT UNITS IN A      02537 15
               PEDAGOGICALLY REASONABLE ORDER AND, IN WRITING, STATE HIS 02537 16
               HIS REASONS FOR THE PARTICULAR SEQUENCE THAT WAS CHOSEN,  02537 17
               4,  THE INSTRUCTOR REVIEWS THE TRAINEESS WORK AND PROVIDES02537 18
               APPROPRIATE FEEDBACK,                                     02537 19
*SETTING       INDEPENDENT  COLLEGE                                      02537 10
*MATERIALS     BLANK                                                     02537  5
*LEVEL         ALL GRADES                                                02537  8
*GENERAL       ALL CANDIDATES                                            02537  7
*HOURS         1                                                         02537  6
*EVALUATION    INSTURCTOR JUDGMENT                                       02537 23
*FILE          BLANK  SUBSTANTIVE  SEQUENCING                            02537  9
```

```
*OBJECTIVE     1,  TO WRITE AN INSTRUCTIONAL OBJECTIVE, STATING THE      02538 21
               EXPECTED TERMINAL BEHAVIOR IN UNAMBIGUOUS, OPERATIONAL    02538 22
               TERMS, WITH CONDITIONS OBJECTIVELY STATED AND CRITERIA FOR02538 23
               LOWER LIMITS SPECIFIED,                                   02538 24
*PREREQUISITE  NONE                                                      02538 25
*EXPERIENCE    1,  THE TRAINEE WILL, IN WRITING;  A,  STRUCTURE A        02538 11
               HYPOTHETICAL SITUATION BY SPECIFYING LEARNER              02538 12
               CHARACTERISTICS, CONTENT AREA, OBJECTIVES AND ENVIRONMENT,02538 13
               B,  COMPOSE AN INSTRUCTIONAL OBJECTIVE FOR THIS           02538 14
               HYPOTHETICAL SITUATION, INCLUDING AN UNAMBIGUOUS STATEMENT02538 15
               OD THE CONDITIONS UNDER WHICH THE OBJECTIVE WILL BE       02538 16
               ACHIEVED, THE MINIMUM CRITERION FOR ACCEPTANCE, AND THE   02538 17
               EXPECTED TERMINAL BEHAVIOR STATED IN MEASURABLE TERMS,    02538 18
               2,  THE INSTRUCTOR WILL REVIEW THE TRAINEE≤S OBJECTIVE AND02538 19
               PROVIDE RELEVANT FEEDBACK,                                02538 20
*SETTING       INDEPENDENT  SCHOOL                                       02538 10
*MATERIALS     BLANK                                                     02538  5
*LEVEL         ALL GRADES                                                02538  8
*GENERAL       ALL CANDIDATES                                            02538  7
*HOURS         1/2                                                       02538  6
*EVALUATION    INSTRUCTOR JUDGMENT                                       02538 26
*FILE          BLANK  SUBSTANTIVE  INSTRUCTIONAL OBJECTIVE               02538  9
```

```
*OBJECTIVES    1,  TO WRITE AN INSTRUCTIONAL OBJECTIVE, STATING THE      02539 25
               EXPECTED TERMINAL BEHAVIOR IN UNAMBIGUOUS OPERATIONAL     02539 26
               TERMS WITH CONDITIONS OBJECTIVELY STATED AND CRITERIA FOR 02539 27
               LOWER LIMITS SPECIFIED,                                   02539 28
```

```
*PREREQUISITE 2538                                                    02539 29
*EXPERIENCE    1,  THE TRAINEE IS ASSIGNED A WRITTEN HYPOTHETICAL     02539 11
               INSTRUCTIONAL SITUATION SPECIFYING LEARNER             02539 12
               CHARACTERISTICS, CONTENT AREA, OBJECTIVES AND ENVIRONMENT,02539 13
               2,  THE TRAINEE THEN TAKES THE GENERAL OBJECTIVES      02539 14
               SUPPLIED BY THE INSTRUCTOR AND PUTS THEM INTO BEHAVIORAL  02539 15
               TERMS, INCLUDING UNAMBIGUOUS STATEMENTS OF THE CONDITIONS 02539 16
               UNDER WHICH EACH OBJECTIVE WILL BE ACHIEVED, THE MINIMUM  02539 17
               CRITERION OF ACCEPTANCE, AND THE EXPECTED TERMINAL     02539 18
               BEHAVIOR,  3,  EACH TRAINEE CHOOSES ONE OBJECTIVE TO GIVE 02539 19
               TP HIS CLASSMATES,  THE CLASSMATES RESPOND IN WRITING  02539 20
               EXACTLY WHAT IT IS THAT THEY PERCEIVE THE OBJECTIVE TO BE 02539 21
               CALLING FOR,  4,  THE INSTRUCTOR REVIEWS THE TRAINEESS  02539 22
               OBJECTIVESS AS WELL AS THE TRAINEESS CLASSMATESS RESPONSES02539 23
               AND SUPPLIES APPROPRIATE FEEDBACK,                     02539 24
*SETTING       INDEPENDENT  SCHOOL                                    02539 10
*MATERIALS     BLANK                                                  02539  5
*LEVEL         ALL GRADES                                             02539  8
*GENERAL       ALL CANDIDATES                                         02539  7
*HOURS         2                                                      02539  6
*EVALUATION    INSTRUCTOR JUDGMENT                                    02539 30
*FILE          BLANK  SUBSTANTIVE  INSTRUCTIONAL OBJECTIVE            02539  9

*OBJECTIVES    1,  TO DESIGN LEARNING CONDITIONS SO THAT PUPILS ARE MOST 02540 21
               APT TO ACQUIRE THE SUBJECT MATTER FROM SPECIFIED CONTENT  02540 22
               UNITS,                                                 02540 23
*PREREQUISITE NONE                                                    02540 24
*EXPERIENCE    1,  THE TRAINEE WILL, IN WRITING;  A,  STRUCTURE A     02540 11
               HYPOTHETICAL SITUATION BY SPECIFYING LEARNER           02540 12
               CHARACTERISTICS, CONTENT AREA, OBJECTIVES AND ENVIRONMENT,02540 13
               B,  CHOOSE A SPECIFIED CONTENT UNIT,  C,  DESIGNATE THE   02540 14
               OPTIMAL LEARNING CONDITIONS UNDER WHICH THE SPECIFIED  02540 15
               CONTENT UNIT BE TAUGHT,  THIS WILL INVOLVE SPECIFYING IN- 02540 16
               CLASS VARIABLES AND HYPOTHESIZING ABOUT THEIR RELATIONSHIP02540 17
               TO THE LEARNING PROCESS,  2)  THE INSTRUCTOR AND THE   02540 18
               TRAINEE WILL REVIEW THE WORK AND FEEDBACK WILL BE PROVIDED02540 19
               BY THE INSTRUCTOR,                                     02540 20
*SETTING       INDEPENDENT  SCHOOL                                    02540 10
*MATERIALS     NONE                                                   02540  5
*LEVEL         ALL GRADES                                             02540  8
*GENERAL       ALL CANDIDATES                                         02540  7
*HOURS         1/2                                                    02540  6
*INSTRUCTOR JUDGMENT                                                  02540 25
*FILE          BLANK  SUBSTANTIVE  LEARNING                           02540  9

*OBJECTIVES    1,  TO DESIGN LEARNING CONDITIONS SO THAT PUPILS ARE MOST 02541 18
               APT TO ASSIMILATE THE SUBJECT MATTER OF SPECIFIED CONTENT 02541 19
               UNITS,                                                 02541 20
*PREREQUISITE MODULE 2540                                             02541 21
*EXPERIENCE    1,  THE TRAINEE IS ASSIGNED A WRITTEN HYPOTHETICAL     02541 11
               INSTRUCTIONAL SITUATION SPECIFYING LEARNER             02541 12
               CHARACTERISTICS, CONTENT AREA AND SPECIFIED CONTENT UNIT, 02541 13
               OBJECTIVES AND ENVIRONMENT,  2,  THE TRAINEE THEN, IN  02541 14
               WRITING, DESIGNATES THE OPTIMAL LEARNING CONDITIONS UNDER 02541 15
               WHICH THE SPECIFIED CONTENT UNIT SHOULD BE TAUGHT,  3,    02541 16
               THE INSTRUCTOR REVIEWS THE WORK AND SUPPLIES RELEVANT  02541 17
*SETTING       INDEPENDENT  SCHOOL                                    02541 10
*MATERIALS     NONE                                                   02541  5
*LEVEL         ALL GRADES                                             02541  8
```

```
*GENERAL!     ALL CANDIDATES                                         02541  7
*HOURS        1                                                      02541  6
*EVALUATION   INSTRUCTOR JUDGMENT                                    02541 22
*FILE         BLANK  SUBSTANTIVE  LEARNING                           02541  9
```

```
*OBJECTIVES   1,  TO ORDER LEARNER ACTIVITIES IN ACCORDANCE WITH     02542 22
              RELEVANT PRINCIPLES OF MOTIVATION IN ORDER TO INSURE   02542 23
              OPTIMUM VARIETY AND CONTINUITY IN THEIR PRESENTATION,  02542 24
*PREREQUISITE STUDIES IN HUMAN LEARNING                              02542 25
*EXPERIENCE   1,  THE TRAINEE WILL, IN WRITING!  A,  STRUCTURE A     02542 11
              HYPOTHETICAL INSTRUCTIONAL BY SPECIFYING LEARNER       02542 12
              CHARACTERISTICS, CONTENT AREAS, OBJECTIVES AND         02542 13
              ENVIRONMENT,  B,  CHOOSE A SPECIFIED NUMBER OF PUPIL TASKS02542 14
              THAT CONFORM TO THE OBJECTIVES,  C,  ORDER THE PUPIL   02542 15
              ACTIVITIES AND SUBJECT MATTER TASKS IN A SEQUENCE THAT 02542 16
              ASSURES OPTIMAL STUDENT ATTENTIVENESS AND SELF=MOTIVATION,02542 17
              D,  STATE THE RELEVANT PRINCIPLES OF MOTIVATION THAT LED 02542 18
              HIM TO ORDER THE ACTIVITIES AND TASKS IN THIS MANNER,  2, 02542 19
              THE INSTRUCTOR AND THE TRAINEE WILL REVIEW THE WORK AND 02542 20
              APPROPRIATE FEEDBACK PROVIDED,                         02542 21
*SETTING      INDEPENDENT  SCHOOL                                    02542 10
*MATERIALS    NONE                                                   02542  5
*LEVEL        ALL GRADES                                             02542  8
*GENERAL!     ALL CANDIDATES                                         02542  7
*HOURS        1                                                      02542  6
*EVALUATION   INSTRUCTOR JUDGMENT,                                   02542 26
*FILE         BLANK  SUBSTANTIVE  ORDERING LEARNER ACTIVITIES        02542  9
```

```
*OBJECTIVES   1,  TO ORDER LEARNER AVTIVITIES IN ACCORDANCE WITH     02543 19
              RELEVANT PRINCIPLES OF MOTIVATION IN ORDER TO INSURE   02543 20
              OPTIMUM VARIETY AND CONTINUITY IN THEIR PRESENTATION,  02543 21
*PREREQUISITE 2542                                                   02543 22
*EXPERIENCE   1,  THE TRAINEE IS ASSIGNED A WRITTEN HYPOTHETICAL     02543 11
              INSTRUCTIONAL SITUATION WITH LEARNER CHARACTERISTICS,  02543 12
              CONTENT AREAS, OBJECTIVES AND ENVIRONMENT SPECIFIED,  2, 02543 13
              THE TRAINEE IS TO SPECIFY AND ORDER A NUMBER OF PUPIL  02543 14
              TASKS THAT CONFORM TO THE OBJECTIVES,  HE IS TO WRITE THIS02543 15
              UP IN THE FORM OF A FORMAL LESSON PLAN,  3,  THE       02543 16
              INSTRUCTOR EVALUATES THE LESSON PLAN AND PROVIDES RELEVANT02543 17
              FEEDBACK,                                              02543 18
*SETTING      INDEPENDENT  COLLEGE                                   02543 10
*MATERIALS    NONE                                                   02543  5
*LEVEL        ALL GRADES                                             02543  8
*GENERAL!     ALL CANDIDATES                                         02543  7
*HOURS        1                                                      02543  6
*EVALUATION   INSTRUCTOR JUDGMENT                                    02543 23
*FILE         BLANK  SUBSTANTIVE  ORDERING LEARNER ACTIVITIES        02543  9
```

```
*OBJECTIVES   TO WRITE TEST ITEMS THAT ARE APPROPRIATE AND           02544 22
              COMPREHENSIVE,                                         02544 23
*PREREQUISITE 1,  THE TRAINEE IS ABLE TO WRITE INSTRUCTIONAL OBJECTIVES,02544 24
*EXPERIENCE   THE TRAINEE WILL STRUCTURE CLASSROOM SITUATION BY      02544 11
              SPECIFYING LEARNER CHARACTERISTICS ≥E,G, AGE, ABILITY  02544 12
              LEVEL, BACKGROUND, ETC,?,  HE WILL SELECT A PARTICULAR 02544 13
              CONTENT AREA AND A PARTICULAR UNIT WITHIN THAT CONTENT 02544 14
              AREA,  HE WILL LIST THE OBJECTIVES FOR THE PARTICULAR  02544 15
              UNIT,  HE WILL THEN CONSTRUCT AN INSTRUMENT WHICH COULD BE02544 16
              USED IN HIS HYPOTHETICAL CLASSROOM TO EVALUATE WHETHER THE02544 17
```

```
                PUPILS HAD ACHIEVED THE INSTRUCTIONAL OBJECTIVES HE       02544 18
                SPECIFIED,  THE INSTRUCTOR WILL SUPPLY THE TRAINEE WITH   02544 19
                FEEDBACK REGARDING THE APPROPRIATENESS AND                02544 20
                COMPREHENSIVENESS OF THE TESTINT INSTRUMENT,              02544 21
*SETTING        INDEPENDENT  COLLEGE                                      02544 10
*MATERIALS      NONE                                                      02544  5
*LEVEL          ALL GRADES                                                02544  8
*GENERAL        ALL CANDIDATES                                            02544  7
*HOURS          2                                                         02544  6
**VALUATION     INSTRUCTOR DECISION,                                      02544 25
*FILE           TEST  EVALUATION  BLANK                                   02544  9
```

```
*OBJECTIVES     1,  TO BE ABLE TO KEEP INFORMED REGARDING RESEARCH AND    02546 21
                DEVELOPMENT RELEVANT TO THE CONTENT, PRODUCTS AND         02546 22
                OPERATIONS IN SPECIFIC SUBJECT MATTER AREAS,              02546 23
*PREREQUISITE NONE                                                        02546 24
*EXPERIENCE     1,  THE TRAINEE WILL ORGANIZE IN GROUPS OF TEN,  EACH     02546 11
                GROUP WILL:  A, [illegible]TRUCTURE A HYPOTHETICAL INSTRUCTIONAL  02546 12
                SITUATION BY SP[illegible]FYING LEARNER CHARACTERISTICS, CONTENT  02546 13
                AREA, OBJECTIVES, AND ENVIRONMENT,  B,  DETERMINE RELEVANT02546 14
                JOURNALS FOR KEEPING ABREAST IN INSTRUCTION IN THEIR      02546 15
                CHOSEN AREA,  C,  MEET ONCE A MONTH FOR A PERIOD OF 3     02546 16
                MONTHS, EACH MEETING BEING RECORDED ON VIDEOTAPE,  AT     02546 17
                THESE MEETINGS RELEVANT INSTRUCTIONAL INNOVATIONS AND     02546 18
                RESEARCH WILL BE DISCUSSED,  2,  THE INSTRUCTOR WILL VIEW 02546 19
                THE TAPES AND PROVIDE RELEVANT FEEDBACK TO EACH GROUP,    02546 20
*SETTING        SMALL GROUP 21-12 STUDENTS+  COLLEGE                      02546 10
*MATERIALS      1,  VIDEO TAPING EQUIPMENT,                               02546  5
*LEVEL          ALL GRADES                                                02546  8
*GENERAL        ALL CANDIDATES                                            02546  7
*HOURS          12                                                        02546  6
*EVALUATION     INSTRUCTOR JUDGMENT,                                      02546 25
*FILE           BLANK  SUBSTANTIVE  KEEPING INFORMED                      02546  9
```

```
*OBJECTIVES     1,  TO BE ABLE TO KEEP INFORMED REGARDING RESEARCH AND    02547 24
                DEVELOPMENT RELEVANT TO THE CONTENT PRODUCTS AND          02547 25
                OPERATIONS IN SPECIFIC SUBJECT MATTER AREAS,              02547 26
*PREREQUISITE MODULE 2546                                                 02547 27
*EXPERIENCE     1,  THE TRAINEES WILL ORGANIZE IN GROUPS OF TEN,  2,  THE 02547 11
                INSTRUCTOR WILL PROVIDE EACH GROUP WITH A WRITTEN         02547 12
                HYPOTHETICAL INSTRUCTIONAL SITUATION WITH LEARNER         02547 13
                CHARACTERISTICS, CONTENT AREA, OBJECTIVES AND ENVIRONMENT 02547 14
                SPECIFIED,  3,  EACH GROUP WILL BE INSTRUCTED TO BECOME   02547 15
                FAMILIAR WITH AND KEEP ABREST OF RELEVANT RESEARCH AND    02547 16
                DEVELOPMENT IN PSYCHOLOGY WHICH RELATES TO THEIR          02547 17
                HYPOTHETICAL AREA,  4,  EACH GROUP WILL MEET ONCE A MONTH 02547 18
                FOR A PERIOD OF 6 MONTHS, EACH MEETING BEING RECORDED ON  02547 19
                VIDEO TAPE,  AT THESE MEETINGS RELEVANT PSYCHOLOGICAL     02547 20
                RESEARCH WILL BE DISCUSSED AS WELL AS SOURCES OF          02547 21
                INFORMATION,  5,  THE INSTRUCTOR WILL VIEW THE TAPES AND  02547 22
                PROVIDE RELEVANT FEEDBACK TO EACH GROUP,                  02547 23
*SETTING        SMALL GROUP 21-12 STUDENTS+  COLLEGE                      02547 10
*MATERIALS      1,  VIDEO TAPING EQUIPMENT                                02547  5
*LEVEL          ALL GRADES                                                02547  8
*GENERAL        ALL CANDIDATES                                            02547  7
*HOURS          24                                                        02547  6
*EVALUATION     INSTRUCTOR JUDGMENT                                       02547 28
*FILE           BLANK  SUBSTANTIVE  KEEPING INFORMED                      02547  9
```

```
*OBJECTIVES    TO BE ABLE TO READ AND ANALYZE DATA ON PUPIL                 02548 26
               CHARACTERISTICS AND ABILITIES--STUDYING AND INTERPRETING     02548 27
               SUCH DATA AS THAT OBTAINED FROM INDIVIDUAL PUPIL RECORDS,    02548 28
               TEST RESULTS, DIAGNOSTIC REPORTS, ETC,, FOR CUES             02548 29
               REGARDING INDIVIDUAL LEARNERS AND LEARNING STYLES,           02548 30
*PREREQUISITE 2547                                                          02548 31
*EXPERIENCE    1, THE TRAINEE WILL PROVIDED THE FOLLOWING INFORMATION       02548 11
               REGARDING EACH OF 5 PUPILS; STUDENTS AND THE TEACHER,        02548 12
               B, VIDEO-TAPED INTERVIEWS WITH EACH PUPIL WHICH WILL         02548 13
               DWELL ON SUCH TOPICS AS HIS ATTITUDES TOWARD HIMSELF, HIS    02548 14
               CLASSMATES AND SCHOOL FUNCTIONS IN GENERAL,  C,  A FILE      02548 15
               FOLDER OF PUPIL-RELATED DATA INCLUDING ANECDOTAL RECORDS,    02548 16
               TEST RESULTS, DIAGNOSTIC REPORTS, ETC,  WHICH INDICATE       02548 17
               INDIVIDUAL CHARACTERISTICS  2,  THE TRAINEE IS TO READ AND02548 18
               ANALYZE THE DATA ON PUPIL CHARACTERISTICS AND ABILITIES--    02548 19
               STUDYING AND INTERPRETING THIS DATA FOR CUES REGARDING       02548 20
               INDIVIDUAL LEARNING STYLES,  3,  HE IS THEN TO WRITE A       02548 21
               REPORT FOR EACH STUDENT INDICATING HOW HE WOULD INTERACT     02548 22
               WITH EACH CHILD, GIVEN THIS INFORMATION,  4,  THE            02548 23
               INSTRUCTOR WILL PROVIDE FEEDBACK REGARDING THIS              02548 24
               EXPERIENCE,                                                  02548 25
*SETTING       INDEPENDENT  SCHOOL                                          02548 10
*MATERIALS     1,  A-V LABORATORY WITH VIDEO-TAPE EQUIPMENT,  2,  VIDEO     02548  5
               TAPES OF 5 PUPILS INTERACTING IN THEIR NORMAL CLASSROOM      02548
               ENVIRONMENT,  3,  TAPED INTERVIEWS WITH EACH PUPIL,          02548
*LEVEL         ALL GRADES                                                   02548  8
*GENERAL       ALL CANDIDATES                                               02548  7
*HOURS         3                                                            02548  6
*EVALUATION    INSTRUCTOR JUDGMENT,                                         02548 32
*FILE          BLANK  CLASSROOM RESEARCH  READING PUPIL DATA                02548  9
```

```
*OBJECTIVES    TO ANALYZE DATA ON PUPIL CHARACTERISTICS AND ABILITIES,      02549 32
               TO RECOGNIZE WHERE REFERRAL IS APPROPRIATE,                  02549 33
*PREREQUISITE MINOR STATISICAL KNOWLEDGE, MINOR KNOWLEDGE IN TESTING        02549 34
               ≥STANDARD*, KNOWLEDGE OF REFERRAL POSSIBILITIES,             02549 35
               REALIZATION THAT TESTING IS FAR FROM INFALLABLE,             02549 36
               REALIZATION THAT BEHAVIOR IS MULTICAUSAL, REALIZATION        02549 37
               THAT MORE KNOWLEDGE IS NEEDED IN INTERPRETING STANDARDIZED02549 38
               TESTS THAN MOST TEACHERS HAVE,                               02549 39
*EXPERIENCE    THE TRAINEE WILL BE GIVEN THE FOLLOWING INFORMATION ABOUT 02549 11
               A HYPOTHETICAL PUPIL;  1,  STANDARDIZED ABILITY OR           02549 12
               INTELLIGENCE TEST SCORES, I,E, WAIS  2,  STANDARDIZED        02549 13
               ACHIEVEMENT AND ABILITY TEST SCORES, I,E, ITED,              02549 14
               DIAGNOSTIC READING TEST, ITPA  3,  PERSONALITY OR INTEREST02549 15
               INFORMATION ≥TESTS OF THIS NATURE ARE NOT USUALLY            02549 16
               APPLICABLE TO PERSONS BELOW 18 YRS*  4,  DEMOGRAPHIC         02549 17
               DISCRIPTIVE AND PERSONAL INFORMATION, AGE, SES, RACE AND     02549 18
               ETHIC BACKGROUND, FATER-MOTHER≤S OCCUPATION AND EDUCATION 02549 19
               ETC,  5,  REPORT ON PAST ACADEMIC ACHIEVEMENT,  6,  REPORT02549 20
               FROM CLINICAL OR SCHOOL PSYCHOLOGIST  7,  REPORT FROM        02549 21
               SCHOOL CONSELOR  8,  REPORT FROM SCHOOL NURSE OR DOCTOR,     02549 22
               THE TRAINEE WILL STRUCTURE THE INFORMATION AND ANSWER THE 02549 23
               FOLLOWING QUESTIONS;  1,  DOES THE STUDENT HAVE ANY          02549 24
               ACADEMIC PROBLEMS^  IS HE WORKING ABOVE, AT, OR BELOW HIS 02549 25
               RECORDED ABILITY,  LEVEL^  2,  WHERE MIGHT A POSSIBLE        02549 25
               DEFICIENCY OR EFFICIENCY ORIGINATE^  3,  HOW WOULD THE       02549 26
               TRAINEE REMEDIATE THE PROBLEM^  SHOULD THE PUPIL BE          02549 27
               REFERRED FOR HELP,  4,  IS THERE ANY DATA THE TRAINEE        02549 28
               DOESN≤T UNDERSTAND,  DOES HE FEEL THAT MORE SPECIALIZED      02549 29
               ASSISTANCE IS NEEDED TO ASSESS PUPIL POSSIBILITIES,          02549 30
```

```
                FEEDBACK WILL BE PROVIDED BY THE INSTRUCTOR,                  02549 31
*SETTING        INDEPENDENT  SCHOOL                                           02549 10
*MATERIALS      DATA ON HYPOTHETICAL PUPIL,                                   02549  5
*LEVEL          ALL GRADES                                                    02549  8
*GENERAL        ALL CANDIDATES                                                02549  7
*HOURS          2                                                             02549  6
*EVALUATION     INSTRUCTOR JUDGMENT                                           02549 40

*FILE           PUPIL DATA  RECORDS  BLANK                                    02549  9
```

```
*OBJECTIVES     TO INTERACT WITH SCHOOL RELATED PERSONS,  2,  TO USE          02550 23
                SOCIOMETRIC TECHNIQUES,                                       02550 24
*PREREQUISITE KNOWLEDGE OF SOCIOMETRIC TECHNIQUES ABILITY, TO INTERVIEW       02550 25
                AND INTERACT,                                                 02550 26
*EXPERIENCE     THE TRAINEE IS ASSIGNED A PUPIL IN A REAL SCHOOL              02550 11
                SITUATION;  THROUGH THE FOLLOWING METHODS, HE ATTEMPTS TO     02550 12
                ASSESS THIS PUPIL≤S INTERACTIONAL STATUS;  1,  SOCIOMETRIC02550 13
                TECHNIQUES  2,  INTERVIEWS WITH TEACHERS, ADMINISTRATORS,     02550 14
                LIBRARIANS, COUNSELORS, AND PUPIL,  3,  VIDEO TAPES OF        02550 15
                PUPIL IN ACTUAL INTERACTIONAL SITUATIONS,  TRAINEE WOULD      02550 16
                THEN BE GIVEN A SUMMARY OF THE PUPIL≤S EDUCATIONAL,           02550 17
                PHYSICAL, PSYCHOLOGICAL AND SOCIAL BACKGROUND,  HE WOULD      02550 18
                THEN BE ASKED TO DETERMINE IF ANY ACADEMIC PROBLEM            02550 19
                EXISTED AND WHETHER IT COULD BE A RESULT OF INTERACTIONAL     02550 20
                DEFICIENCES,  FEEDBACK WOULD COME AS A RESULT OF              02550 21
                AGREEMENT OR DISAGREEMENT WITH INSTRUCTOR,                    02550 22
*SETTING        OTHER ≥SPECIFY+ FIELD  SCHOOL                                 02550 10
*MATERIALS      VIDEO TAPE OF PUPIL                                           02550  5
*LEVEL          ALL GRADES                                                    02550  8
*GENERAL        ALL CANDIDATES                                                02550  7
*HOURS          4                                                             02550  6
*EVALUATION     INSTRUCTOR JUDGMENT,                                          02550 27
*FILE           SCHOOL RELATED PERSONS  SOCIOMETRIC TECHNIQUES  BLANK         02550  9
```

```
                1,  TO BE ABLE TO INTERACT WITH SCHOOL RELATED PERSONS,       02551 24
                DISCUSSING INSTRUCTIONAL VARIABLES WITH STUDENTS,             02551 25
                TEACHERS, LIBRARIANS, PARENTS, COMMUNITY RESOURCES, ETC,      02551 26
                2,  TO BE AWARE OF THE NEED FOR AND CAPABLE OF UTILIZING      02551 27
                INTERACTION WITH SCHOOL RELATED PERSONS IN DETERMINING        02551 28
                INSTRUCTIONAL VARIABLES,                                      02551 29
*PREREQUISITE 2550                                                            02551 30
*EXPERIENCE     1,  THE TRAINEE WILL BE GIVEN A DESCRIPTION OF THE SCHOOL     02551 11
                SITUATION IN WHICH THE FIVE STUDENTS ANALYZED IN MODULE 3602551 12
                36 FUNCTION,  INCLUDING SCHOOL ENVIRONMENT AND RESOURCES,     02551 13
                CONSULATIVE ADMINISTRATION, COMMUNITY CHARACTERISTICS AND     02551 14
                RESOURCES, ETC,  2,  THE TRAINEE IS TO INDICATE THE           02551 15
                INSTRUCTIONAL VARIABLES THAT WOULD BE MOST IMMEDIATELY        02551 16
                AFFECTED BY THE SCHOOL SITUATION,  3,  HE IS THEN TO          02551 17
                SUGGEST METHODS FOR INTERACTING WITH STUDENTS, TEACHERS,      02551 18
                LIBRARIANS, PARENTS, COMMUNITY AGENCIES, COUNSELORS AND       02551 19
                OTHER SCHOOL RELATED PERSONS IN ORDER TO DISCUSS AND          02551 20
                GATHER DATA ON THE INSTRUCTIONAL VARIABLES AFFECTING THESE02551 21
                FIVE PUPILS,  4,  THE INSTRUCTOR WILL PROVIDE FEEDBACK        02551 22
                REGARDING THIS PRACTICE TEACHING EXERCISE,                    02551 23
*SETTING        INDEPENDENT  SCHOOL                                           02551 10
*MATERIALS      MIMEOGRAPHED DESCRIPTION OF THE SCHOOL SITUATION IN WHICH     02551  5
                THE FIVE PUPILS ANALYZED IN MODULE 36 FUNCTION,               02551
*LEVEL          ALL GRADES                                                    02551  8
*GENERAL        ALL CANDIDATES                                                02551  7
```

```
*HOURS         1                                                          02551
*EVALUATION    INSTRUCTORSS JUDGMENT,                                     02551 3
*FILE          BLANK  CLASSROOM RESEARCH  DETERMINING INSTRUCTIONAL       02551 9
               VARIABLES                                                  02551

*OBJECTIVES    TO BE ABLE TO READ AND ANALYZE PUPIL PRODUCTS, STUDYING    02552 24
               RESULTS OF STUDENTSS WORK ON ASSIGNED AND/OR SELECTED      02552 25
               TASKS FOR DIAGNOSING LEARNER CAPABILITIES AND/OR POSSIBLE  02552 26
               PROBLEMS IN TASK PERFORMANCE AND OBJECTIVE ATTAINMENT,     02552 27
*PREREQUISITE  2551                                                       02552 28
*EXPERIENCE    1,  THE TRAINEE IS PROVIDED WITH THE WRITTEN RESULTS OF    02552 11
               ONE WEEKSS IN THE NORMAL CLASSROOM SETTING FOR EACH OF THE02552 12
               FIVE PUPILS ANALYZED IN MODULE 36,  2,  THE TRAINEE IS TO  02552 13
               READ AND ANALYZE THE PUPILSS PRODUCTS, STUDYING THE        02552 14
               RESULTS ON THE ASSIGNED AND/OR SELECTED TASKS FOR LEARNER  02552 15
               CAPABILITIES AND/OR POSSIBLE PROBLEMS IN TASK PERFORMANCE  02552 16
               AND OBJECTIVE ATTAINMENT,  3,  A REPORT IS TO PREPARED ON  02552 17
               EACH OF THE FIVE PUPILS INDICATING, IN VIEW OF THE DATA    02552 18
               ANALYZED IN MODULE 36 AND THE PRODUCTS GIVEN FOR THIS      02552 19
               ASSIGNMENT, WHAT FUTURE ACTIONS HE WOULD RECOMMEND FOR     02552 20
               HIMSELF IN INTERACTING WITH EACH PUPIL,  4,  THE           02552 21
               INSTRUCTOR WILL PROVIDE FEEDBACK REGARDING THIS            02552 22
               EXPERIENCE,                                                02552 23
*SETTING       INDEPENDENT  SCHOOL                                        02552 10
*MATERIALS     1,  VIDEO-TAPERS FROM MODULE 36 BE AVAILABLE IN A-V LAB    02552  5
               FOR REFERENCE,  2,  FILE FOLDERS CONTAINING ONE WEEKSS     02552
               WORK FOR EACH OF THE FIVE PUPILS TO BE CONSIDERED,         02552
*LEVEL         ALL GRADES                                                 02552  8
*GENERALI      ALL CANDIDATES                                             02552  7
*HOURS         3                                                          02552  6
*EVALUATION    INSTRUCTOR JUDGMENT,                                       02552 29
*FILE          BLANK  CLASSROOM RESEARCH  ANALYZING STUDENT WORK          02552  9

*OBJECTIVES    TO DIAGNOSE PROBLEMS IN TASK PERFORMANCE,                  02553 31

*PREREQUISITE  BLANK                                                      02553 32
*EXPERIENCE    VIDEO TAPES HAVE BEEN PREPARED OF REAL AND SIMULATED       02553 11
               CLASSROOM EXPERIENCES WHERE ONE OR MORE DEFICIENCES HAVE   02553 12
               EITHER MADE TASK AND OBJECTIVE ATTAINMENT DIFFICULT OR     02553 13
               IMPOSSIBLE,  TRAINEE IS SHOWN THE TAPES AND ASKED TO WRITE02553 14
               DOWN WHICH ≥MORE THAN ONE MAYBE CHOSEN, OF THE FOLLOWING   02553 15
               SEVEN DEFICITS ARE RESPONSIBLE FOR THE DIFFICULTY,  1,     02553 16
               LACK OF TEACHER KNOWLEDGE AND/OR SKILLS  2,  LACK OF       02553 17
               DISCIPLINE  3,  LACK OF PUPIL MOTIVATION  4,  LACK OF      02553 18
               PREREQUISITE KNOWLEDGE  5,  LACK OF PHYSICAL MATURITY      02553 19
               6,  LACK OR DEFICIENCY OF MATERIALS  7,  LACK OR           02553 20
               DEFICIENCY OF PHYSICAL FACILITIES,  TRAINEE RESPONSES ARE  02553 21
               POLLED AT THE CONCLUSION OF THE EXERCISE  FEEDBACK IS      02553 22
               MULTIPHASIC  1,  TRAINEES ARE ALLOWED TO COMPARE THEIR     02553 23
               RESPONSES WITH THOSE OF OTHER STUDENTS,  2,  TRAINEES ARE  02553 24
               ABLE TO COMPARE THEIR RESPONSES WITH THE ACTUAL BUILT IN   02553 25
               DEFICITS--AS RELATED BY THE INSTRUCTOR  3,  AN EXTENSION   02553 26
               OF THIS EXERCISE WOULD BE ASK STUDENTS WHAT THEY WOULD DO  02553 27
               OR WHAT VARIABLES WOULD HAVE TO BE CHANGED TO OVERCOME     02553 28
               THE DIFICITS,  THESE CAN BE PRESENTED IN ESSAY, ORAL, OR   02553 29
               ROLE PLAYING FORMS,                                        02553 3
*SETTING       LARGE GROUP  SCHOOL                                        02553 10
*MATERIALS     VIDEO TAPES OF SIMULATED CLASSROOM EXPERIENCES             02553  5
*LEVEL         ALL GRADES                                                 02553  8
*GENERALI      ALL CANDIDATES                                             02553  7
```

```
*HOURS          1                                                        02553  6
*EVALUATION     TRAINEE CONCENSUS,  INSTRUCTOR JUDGMENT,                 02553 33
*FILE           DIAGNOSING  PUPIL PRODUCTS  TASK PERFORMANCE             02553  9
```

```
*OBJECTIVES     TO READ AND ANALYZE PUPIL PRODUCTS,                      02554 27
*PREREQUISITE KNOWLEDGE IN A SPECIFIC SUBJECT AREA ≥IF TEXT IS SUBJECT   02554 28
                MATTER RELATED+  TEXT BOOK                               02554 29
*EXPERIENCE     READING AND ANALYZING PUPIL PRODUCTS,  THE TRAINEE WOULD 02554 11
                BE GIVEN AN AUTO-INSTRUCTIONAL TEXT CONSISTING OF ACTUAL 02554 12
                PRODUCTS,  INSTRUCTIONS IN AN ENGLISH TEXT WOULD READ AS 02554 13
                FOLLOWS:  [PRESENTED ON THE FOLLOWING PAGES ARE STUDENT  02554 14
                PRODUCTS,  JUDGE EACH PRODUCT ON SYNTAX, VOCABULARY,     02554 15
                SPELLING, AND ABILITY TO RELATE IDEAS,  IN RATING, USE AN 02554 16
                A- TO E SCALE, WITH A- BEING THE HIGHER END,  FOLLOWING  02554 17
                THE ASSIGNMENT OF A LETTER GRADE THE REASONS FOR MARKING 02554 18
                AS YOU DID,  THE SECTIONS PROVIDED FOR MARKING AND       02554 19
                EXPLANATIONS ARE PERFORATED,  RIP THESE SHEETS OUT AFTER 02554 20
                MARKING AND REFER TO PAGE DESIGNATED AT THE BOTTOM OF THE 02554 21
                SHEET,  COMPARE YOUR MARKS AND EXPLANATIONS WITH THOSE   02554 22
                GIVEN BY THE ACTUAL TEACHER,[  ≥TEACHERS HAVE BEEN       02554 23
                PREJUDGED AS TO THEIR MASTERY, AN EXAMPLE WILL FOLLOW,  A 02554 24
                NUMBER OF EXERCISES ON THE SAME SUBJECT MATTER AND LEVEL 02554 25
                WILL BE INCLUDED SO AS TO PROVIDE ADEQUATE EXPERIENCE,   02554 26
*SETTING        INDEPENDENT  SCHOOL                                      02554 10
*MATERIALS      AUTO INSTRUCTIONAL TEXT                                  02554  5
*LEVEL          ALL GRADES                                               02554  8
*GENERAL        ALL CANDIDATES                                           02554  7
*HOURS          1                                                        02554  6
*EVALUATION     WITHIN TEXT,  COMPARISON WITH TEACHER RESPONSES,         02554 30
*FILE           PUPIL FEEDBACK  SELF TEACH  ASSIGN GRADES                02554  9
```

```
*OBJECTIVES     TO BE ABLE TO SELECT AND PREPARE BOTH DESCRIPTIVE AND    02555 18
                PRESCRIPTIVE FEEDBACK FOR STUDENTS, ASSIGNING GRADES,    02555 19
                WRITING COMMENTS, SUGGESTING NEW AND/OR REMEDIATING      02555 20
                ACTIVITIES THAT WILL MOTIVATE AS WELL AS CLARIFY         02555 21
                DIRECTION,  TO BE AWARE OF THE NEED TO PROVIDE THE PUPILS 02555 22
                WITH DESCRIPTIVE AND PRESCRIPTIVE FEEDBACK,              02555 23
*PREREQUISITE 2554                                                       02555 24
*EXPERIENCE     1,  UTILIZING THE INFORMATION PROVIDED IN MODULES 36 AND 02555 11
                38, SELECT AND PREPARE BOTH DESCRIPTIVE AND PRESCRIPTIVE 02555 12
                FEEDBACK FOR EACH PUPIL, ASSIGNING GRADES TO THE PRODUCTS 02555 13
                GIVEN IN MODULE 38, WRITING COMMENTS, SUGGESTING NEW AND/ 02555 14
                OR REMEDIATING ACTIVITIES THAT WILL MOTIVATE AS WELL AS  02555 15
                CLARIFY DIRECTION,  2,  THE INSTRUCTOR WILL PROVIDE      02555 16
                FEEDBACK REGARDING THIS EXPERIENCE IN CONFERENCE,        02555 17
*SETTING        INDEPENDENT  SCHOOL                                      02555 10
*MATERIALS      1,  VIDEO-TAPES FROM MODULE 36 TO BE AVAILABLE IN A-V LAB 02555  5
                FOR REFERENCE,  2,  FILE FOLDERS FROM MODULE 38 TO BE    02555
                AVAILABLE,                                               02555
*LEVEL          ALL GRADES                                               02555  8
*GENERAL        ALL CANDIDATES                                           02555  7
*HOURS          2                                                        02555  6
EVALUATION      INSTRUCTOR≤S JUDGMENT,                                   02555 25
*FILE           BLANK  CLASSROOM RESEARCH  PROVIDING STUDENT FEEDBACK    02555  9
```

```
*OBJECTIVES     TO BE ABLE TO DESIGN MEANS FOR ACQUIRING DATA ABOUT      02556 23
                SPECIFIC CLASSROOM GROUPS--SPECIFYING ITEMS AND          02556 24
                CONSTRUCTING DEVICES FOR OBTAINING SOCIOMETRIC DATA,  TO 02556 25
```

```
               BE AWARE OF THE NECESSITY FOR DESIGNING MEANS FOR             02556 26
               ACQUIRING DATA ABOUT SPECIFIC CLASSROOM GROUPS,               02556 27
*PREREQUISITE 2555                                                           02556 28
*EXPERIENCE    1.  THE STUDENT WILL PREPARE THE FOLLOWING ASSIGNMENT         02556 11
               INDEPENDENTLY:  A.  STRUCTURE A HYPOTHETICAL INSTRUCTIONAL02556 12
               SITUATION BY SPECIFYING LEARNER CHARACTERISTICS, SUBJECT      02556 13
               AREAS AND ENVIRONMENT,  B.  PROPOSE SEVERAL MEANS FOR         02556 14
               ACQUIRING DATA ABOUT SPECIFIC CLASSROOM GROUPS,  C.           02556 15
               SELECT THE BEST MEANS AND RATIONALIZE YOUR SELECTION,         02556 16
               CITING RELEVANT RESEARCH WHERE NECESSARY,  D.  DESIGN THE     02556 17
               MEANS FOR ACQUIRING DATA ABOUT THE SPECIFIC CLASSROOM         02556 18
               GROUPS--SPECIFYING ITEMS AND CONSTRUCTING DEVICES FOR         02556 19
               OBTAINING SOCIOMETRIC DATA,  2.  THE INSTRUCTOR WILL          02556 20
               PROVIDE FEEDBACK REGARDING THIS PRACTICE TEACHING             02556 21
               EXERCISE,                                                     02556 22
*SETTING       INDEPENDENT  COLLEGE                                          02556 10
*MATERIALS     NONE                                                          02556  5
*LEVEL         ALL GRADES                                                    02556  8
*GENERAL       ALL CANDIDATES                                                02556  7
*HOURS         2                                                             02556  6
*EVALUATION    INSTRUCTOR≤S JUDGMENT,                                        02556 29
*FILE          BLANK  ACQUIRING CLASSROOM DATA  CLASSROOM RESEARCH           02556  9
```

```
*OBJECTIVES    1.  TO BE ABLE TO DESIGN MEANS FOR ACQUIRING DATA ABOUT       02557 18
               SPECIFIC CLASSROOM GROUPS, SPECIFYING ITEMS AND               02557 19
               CONSTRUCTING DEVICES FOR OBTAINING SOCIOMETRIC DATA,  2.      02557 20
               TO BE AWARE OF THE NECESSITY FOR DESIGNING MEANS FOR          02557 21
               ACQUIRING DATA ABOUT SPECIFIC CLASSROOM GROUPS,               02557 22
*PREREQUISITE 2556                                                           02557 23
*EXPERIENCE    1.  THE TRAINEE WILL VIEW 4-6 VIDEO-TAPED VIGNETTES OF A      02557 11
               SINGLE CLASS INVOLVED IN VARIOUS TASKS, ASSIGNMENTS AND       02557 12
               SITUATIONS,  2.  HE IS THEN TO DESIGN MEANS FOR ACQUIRING     02557 13
               DATA ABOUT SPECIFIC GROUPS WITHIN THIS CLASSROOM,             02557 14
               SPECIFYING ITEMS AND CONSTRUCTING DEVICES FOR OBTAINING       02557 15
               SOCIOMETRIC DATA,  3.  THE INSTRUCTOR WILL PROVIDE            02557 16
               FEEDBACK REGARDING THE EXPERIENCE,                            02557 17
*SETTING       INDEPENDENT  COLLEGE                                          02557 10
*MATERIALS     1.  VIDEO-TAPE EQUIPMENT IN AN A-V LABORATORY,  2.  TAPED     02557  5
               VIGNETTES OF A CLASS INVOLVED IN VARIOUS TASKS,               02557
               ASSIGNMENTS AND SITUATIONS IN ORDER TO GIVE AN OVERVIEW OF02557
               CLASS FUNCTIONING                                             02557
*LEVEL         ALL GRADES                                                    02557  8
*GENERAL       ALL CANDIDATES                                                02557  7
*HOURS         2                                                             02557  6
*EVALUATION    INSTRUCTOR≤S JUDGMENT,                                        02557 24
*FILE          BLANK  CLASSROOM RESEARCH  DESIGNING STUDIES                  02557  9
```

```
*OBJECTIVES    1.  TO BE ABLE TO READ AND ANALYZE RESULTS OF SOCIOMETRIC     02558 20
               MEASURES, STUDYING AND INTERPRETING PUPIL≤S GROUP             02558 21
               BEHAVIORS AS INDICATED BY RESPONSES TO SOCIOGRAM,             02558 22
               ANECDOTAL RECORDS, RECALLED IN-CLASS BEHAVIOR, ETC,  2.       02558 23
               TO BE AWARE OF THE NECESSITY OF PREPARING AND UTILIZING       02558 24
               SOCIOMETRIC MEASURES,                                         02558 25
*PREREQUISITE 2557                                                           02558 26
*EXPERIENCE    1.  CONSIDERING THE GROUP OF STUDENTS ANALYZED IN MODULES     02558 11
               2548-2557, PREPARE A REPORT WHICH CONTAINS THE FOLLOWING:     02558 12
               A.  SOCIOMETRIC MEASURES NEEDED TO STUDY AND INTERPRET        02558 13
               GROUP BEHAVIORS,  B.  THE INFORMATION THAT MIGHT BE           02558 14
               DERIVED FROM EACH OF THESE MEASURES,  C.  HOW THESE           02558 15
```

```
                MEASURES ARE ADMINISTERED OR RECORDED, D, HOW THESE        02558 16
                MEASURES ARE UTILIZED FOR IMPROVED CLASSROOM LEARNING AND  02558 17
                INTERACTION, 2, THE INSTRUCTOR WILL PROVIDE FEEDBACK ON    02558 18
                THIS TEACHING EXERCISE,                                    02558 19
*SETTING        INDEPENDENT  COLLEGE                                       02558 10
*MATERIALS      1, LIBRARY FACILITIES  2, TEXTS ON THE RECORDING,          02558  5
                ANALYZING, AND READING OF SOCIOMETRIC MEASURES,            02558
*LEVEL          ALL GRADES                                                 02558  8
*GENERAL:       ALL CANDIDATES                                             02558  7
*HOURS          2                                                          02558  6
*EVALUATION     INSTRUCTOR≤S JUDGMENT,                                     02558 27
*FILE           BLANK  SOCIOMETRIC MEASURES  BEHAVIORAL STRATEGIES,        02558  9
```

```
*OBJECTIVES     TO BE ABLE TO READ AND ANALYZE RESULTS OF SOCIOMETRIC      02559 22
                MEASURES, STUDYING AND INTERPRETING PUPIL≤S GROUP          02559 23
                BEHAVIORS AS INDICATED BY RESPONSES TO SOCIOGRAM,          02559 24
                ANECDOTAL RECORDS, RECALLED IN-CLASS BEHAVIOR, ETC,        02559 25
*PREREQUISITE   2558                                                       02559 26
*EXPERIENCE     1, RESULTS OF SOCIOMETRIC MEASURES FOR EACH OF THE         02559 11
                STUDENTS ANALYZED IN MODULES ARE GIVEN TO THE TRAINEE,     02559 12
                THIS FILE WILL INCLUDE RESPONSES TO SOCIOGRAM, ANECDOTAL   02559 13
                RECORDS, RECALLED ≥BY THE TEACHER♦ IN-CLASS BEHAVIOR, ETC,02559 14
                2, THE TRAINEE IS TO READ THESE SOCIOMETRIC MEASURES IN    02559 15
                ORDER TO: A, INTERPRET EACH PUPIL≤S GROUP BEHAVIORS,       02559 16
                B, INDICATE DEFICIENCIES IN THE RECORD AS PRESCRIBED IN    02559 17
                MODULE 42, C, EXLPAIN THE INTERPRETATION BASED UPON THE    02559 18
                INFORMATION COMPILED IN MODULE 42, 3, THE INSTRUCTOR       02559 19
                WILL PROVIDE FEEDBACK REGARDING THIS PRACTICE TEACHING     02559 20
                EXERCISE,                                                  02559 21
*SETTING        INDEPENDENT  SCHOOL                                        02559 10
*MATERIALS      1, SOCIOMETRIC MEASURES ON EACH PUPIL STUDIED IN MODULES   02559  5
                2548-57  2, REPORT ON SOCIOMETRIC MEASURES COMPILED IN     02559
                2558                                                       02559
*LEVEL          ALL GRADES                                                 02559  8
*GENERAL:       ALL CANDIDATES                                             02559  7
*HOURS          2                                                          02559  6
*EVALUATION     INSTRUCTOR≤S JUDGMENT,                                     02559 27
*FILE           BLANK  BEHAVIORAL STRATEGIES  SOCIOMETRIC MEASURES,        02559  9
```

```
*OBJECTIVES     1, TO BE ABLE TO SELECT, DEFINE AND/OR EXPLAIN THOSE       02560 21
                PUPIL BEHAVIORS THE TRAINEE INTENDS TO REINFORCE AND THOSE02560 22
                HE INTENDS TO EXTINGUISH, 2, TO BE AWARE OF THE            02560 23
                NECESSITY FOR ARTICULATING PERSONAL EXPECTATIONS THAT WILL02560 24
                AFFECT THE PUPIL AS AN INDIVIDUAL AND AS A GROUP MEMBER,   02560 25
*PREREQUISITE   2559                                                       02560 26
*EXPERIENCE     1, THE TRAINEE IS TO PREPARE A REPORT ACCORDING TO THE     02560 11
                FOLLOWING SPECIFICATIONS; A, SELECT, DEFINE AND/OR         02560 12
                EXPLAIN THOSE PUPIL BEHAVIORS YOU INTEND TO ENCOURAGE      02560 13
                ≥REINFORCE♦ AND THOSE YOU INTEND TO EXTINGUISH             02560 14
                ≥DISCOURAGE♦ WHEN YOU TEACH YOUR OWN CLASS, B, SELECT      02560 15
                THOSE BEHAVIORS THAT WILL AFFECT THE PUPILS BOTH AS        02560 16
                INDIVIDUALS AND AS GROUP MEMBERS, C, THIS REPORT SHOULD    02560 17
                BE AS COMPREHENSIVE AND EXHAUSTIVE AS YOU ARE CAPABLE OF   02560 18
                ARTICULATING AT THIS POINT IN YOUR TRAINING, 2, THE        02560 19
                INSTRUCTOR WILL PROVIDE FEEDBACK REGARDING THIS EXERCISE,  02560 20
*SETTING        INDEPENDENT  SCHOOL                                        02560 10
*MATERIALS      NONE                                                       02560  5
*LEVEL          ALL GRADES                                                 02560  8
*GENERAL:       ALL CANDIDATES                                             02560  7
```

```
*HOURS          5                                                     02560  6
*EVALUATION     INSTRUCTOR≤S JUDGMENT,                                02560 27
*FILE           BLANK  BEHAVIORAL STRATEGIES  PRESCRIBING TEACHING    02560  9
                BEHAVIORS                                             02560
```

```
*OBJECTIVES     TO BE ABLE TO PRESCRIBE SPECIFIC TEACHING BEHAVIORS THAT  02561 30
                WILL AFFECT PUPILS BOTH AS INDIVIDUALS AND AS GROUP       02561 31
                MEMBERS, SELECTING PUPIL BEHAVIORS TO ENCOURAGE           02561 32
                ≥REINFORCE♦ AND DISCOURAGE ≥EXTINGUISH♦ AND MEANS FOR     02561 33
                ACCOMPLISHING THESE ENDS,                                 02561 34
*PREREQUISITE 2560                                                        02561 35
*EXPERIENCE     1,  THE TRAINEE IS TO PERFORM THE FOLLOWING!  A,  REVIEW  02561 11
                THE REPORTS FOR EACH CHILD FROM MODULE 2550 WHICH INDICATE02561 12
                INDIVIDUAL CHARACTERISTICS AND ABILITIES AND SUGGESTIONS  02561 13
                FOR INTERACTION,  B,  REVIEW THE REPORTS FOR EACH CHILD   02561 14
                FROM MODULE 52, WHICH GIVES ANALYSES OF CLASSROOM WORK AND02561 15
                SUGGESTIONS FOR INTERACTION,  C,  REVIEW THE REPORTS ON   02561 16
                EACH CHILD FROM MODULE 59 WHICH INDICATE EACH CHILD≤S     02561 17
                GROUP BEHAVIOR,  D,  REVIEW THE COMPREHENSIVE REPORT OF   02561 18
                PERSONAL EXPECTATIONS FOR CLASSROOM BEHAVIOR PREPARED IN  02561 19
                MODULE 60,  E,  MODIFY THE REPORT FROM MODULE 60 TO SUIT  02561 20
                THE CIRCUMSTANCES OF THE PUPILS ANALYZED IN MODULES 2550- 02561 21
                59,  F,  PRESCRIBE SPECIFIC BEHAVIORS THAT WILL AFFECT    02561 22
                PUPILS BOTH AS INDIVIDUALS AND AS GROUP MEMBERS IN        02561 23
                ACCORDANCE WITH THE VARIABLES SPELLED OUT IN A-E,  THS    02561 24
                PUPIL BEHAVIORS TO BE ENCOURAGED ≥REINFORCED♦ AND THOSE TO02561 25
                BE DISCOURAGED ≥EXTINGUISHED♦ SHOULD BE SELECTED,  AND    02561 26
                MEANS FOR ACCOMPLISHING THESE ENDS SHOULD BE INDICATED,   02561 27
                2,  THE INSTRUCTOR WILL PROVIDE FEEDBACK ON THIS PRACTICE 02561 28
                TEACHING EXERCISE,                                        02561 29
*SETTING        INDEPENDENT  SCHOOL                                       02561 10
*MATERIALS      REPORTS PREPARED BY THE STUDENTS IN MODULES 2550, 52, 59  02561  5
                + 60,                                                     02561
*LEVEL          ALL GRADES                                                02561  8
*GENERAL        ALL CANDIDATES                                            02561  7
*HOURS          6                                                         02561  6
*EVALUATION     INSTRUCTOR≤S JUDGMENT,                                    02561 36
*FILE           BLANK  BEHAVIORAL STRATEGIES  PRESCRIBING TEACHING        02561  9
                BEHAVIORS,                                                02561
```

```
*OBJECTIVES     TO BE ABLE TO DESIGN MEANS FOR ACQUIRING DATA ABOUT       02562 20
                TEACHING ACTIONS, SELECTING AND SPECIFYING PROCEDURES FOR 02562 21
                SELF-EVALUATION,                                          02562 22
*PREREQUISITE 2561                                                        02562 23
*EXPERIENCE     1,  THE TRAINEE IS TO PREPARE A REPORT WHICH CONTAINS THE 02562 11
                FOLLOWING!  ≥THE INSTRUCTOR MAY PROVIDE A BIBLIOGRAPHY OF 02562 12
                SOURCES WHERE SUGGESTIONS MIGHT BE FOUND,♦  B,  SELECT AND02562 13
                SPECIFY THOSE PROCEDURES FOR SELF EVALUATION THAT WOULD BE02562 14
                MOST FRUITFUL FOR THE INDIVIDUAL TRAINEE,  C,  RATIONALIZE02562 15
                THE SELECTION OF THESE SELF-EVALUATIVE PROCEDURES,  D,    02562 16
                DESIGN MEANS FOR ACQUIRING THE NECESSARY DATA,  2,  THE   02562 17
                INSTRUCTOR WILL PROVIDE FEEDBACK ON THIS PRACTICE TEACHING02562 18
                EXERCISE,                                                 02562 19
*SETTING        INDEPENDENT  SCHOOL                                       02562 10
*MATERIALS      BIBLIOGRAPHY OF SOURCES SUGGESTIONS AND EXPLANATIONS OF   02562  5
                MEASURES FOR SELF-EVALUATION OF TEACHING ACTIONS MIGHT BE 02562
                FOUND,                                                    02562
*LEVEL          ALL GRADES                                                02562  8
*GENERAL        ALL CANDIDATES                                            02562  7
```

```
*HOURS          2                                                          02562  6
*EVALUATION     INSTRUCTOR≤S JUDGMENT,                                     02562 24
*FILE           BLANK  BEHAVIORAL STRATEGIES  SELF EVALUATION,             02562  9
________________________________________________________________________________

*OBJECTIVES     TO BE ABLE TO DESIGN MEANS FOR ACQUIRING DATA ABOUT        02563 21
                TEACHING ACTIONS, SELECTING AND SPECIFYING PROCEDURES      02563 22
                FOR SELF-EVALUATION,                                       02563 23
*PREREQUISITE 2562                                                         02563 24
*EXPERIENCE     1, THE INSTRUCTOR AND THE TRAINEES WILL PARTICIPATE IN A   02563 11
                BRAINSTORMING AND GROUP-EVALUATION SESSION IN WHICH THEY   02563 12
                WILL DISCUSS; A, SUGGESTIONS FOR ACQUIRING DATA ABOUT      02563 13
                TEACHING ACTIONS,  B, SELECTION AND SPECIFICATION OF       02563 14
                THOSE PROCEDURES FOR SELF-EVALUATION THAT WOULD BE MOST    02563 15
                FRUITFUL FOR THE INDIVIDUAL TRAINEE,  C, JUSTIFICATION     02563 16
                FOR THE DELECTION OF THESE SELF EVALUATION PROCEDURES,     02563 17
                D, COMPREHENSIVE DESIGNS FOR ACQUIRING THE NECESSARY DATA,02563 18
                2, THE INSTRUCTOR WILL PROVIDE FEEDBACK ON THESE           02563 19
                SUGGESTIONS AND DISCUSSION,                                02563 20
*SETTING        SMALL GROUP ≥1-12 STUDENTS?  SCHOOL                        02563 10
*MATERIALS      NONE                                                       02563  5
*LEVEL          ALL GRADES                                                 02563  8
*GENERAL        ALL CANDIDATES                                             02563  7
*HOURS          1-2                                                        02563  6
*EVALUATION     INSTRUCTOR≤S JUDGMENT,                                     02563 25
*FILE           BEHAVIORAL STRATEGIES  SELF-EVALUATION                     02563  9
________________________________________________________________________________

*OBJECTIVES     TO BE ABLE TO INTERPRET FEEDBACK ABOUT TEACHING ACTIONS,   02564 18
                STUDYING PUPIL RESPONSES TO INQUIRIES, VIEWING SLEF ON     02564 19
                TAPE AND ANALYZING AND/OR COMPARING BEHAVIORS WITH THOSE   02564 20
                SUGGESTED BY THE PROFESSION,                               02564 21
*PREREQUISITE 2563                                                         02564 22
*EXPERIENCE     1, THE TRAINEE WILL REVIEW VIDEO-TAPES TAKEN OF HIMSELF IN02564 11
                MICRO-TEACHING SESSIONS AND UTILIZE THE SELF-EVALUATION    02564 12
                DESIGN PREPARED IN MODULE 2562-63 TO INTERPRET HIS         02564 13
                TEACHING ACTIONS,  2, THE TRAINEE WILL PREPARE A WRITTEN   02564 14
                STATEMENT, ANALYZING AND/OR COMPARING HIS BEHAVIORS WITH   02564 15
                THOSE SUGGESTED BY THE PROFESSION,  3, THE INSTRUCTOR WILL02564 16
                PROVIDE FEEDBACK ON THIS PRACTICE TEACHING EXERCISE,       02564 17
*SETTING        INDEPENDENT  SCHOOL                                        02564 10
*MATERIALS      1, A-V LABORATORY WITH VIDEO-TAPE EQUIPMENT,  2, TAPES     02564  5
                OF EACH TRAINEE IN MICRO-TEACHING SESSIONS,                02564
*LEVEL          ALL GRADES                                                 02564  8
*GENERAL        ALL CANDIDATES                                             02564  7
*HOURS          3                                                          02564  6
*EVALUATION     INSTRUCTOR≤S JUDGMENT,                                     02564 23
*FILE           BEHAVIORAL STRATEGIES  SELF-EVALUATION                     02564  9
________________________________________________________________________________

*OBJECTIVES     TO BE ABLE TO INTERPRET FEEDBACK ABOUT TEACHING ACTIONS,   02565 20
                STUDYING PUPIL RESPONSES TO INQUIRIES, VIEWING SELF ON     02565 21
                TAPE, AND ANALYZING AND/OR COMPARING BEHAVIORS WITH THOSE 02565 22
                SUGGESTED BY THE PROFESSION,                               02565 23
*PREREQUISITE MODULE 2564                                                  02565 24
*EXPERIENCE     1, THE INSTRUCTOR AND THE TRAINEES WILL PARTICIPATE IN A   02565 11
```

```
               (BRAINSTORMING( AND GROUP EVALUATION SESSION IN WHICH THEY02565 12
               WILL DISCUSS; A, THE INDIVIDUAL TRAINEE£S USE OF THE      02565 13
               SELF-EVALUATION DESIGN IN MODULE 48,  B, THE ANALYSIS     02565 14
               AND/OR COMPARISON OF BEHAVIORS WITH THOSE SUGGESTED BY    02565 15
               THE PROFESSION PREPARED BY EACH STUDENT,  C, SUGGESTIONS  02565 16
               FOR IMPROVEMENT OF THE SELF-EVALUATION DESIGN AND/OR      02565 17
               TEACHING BEHAVIORS,  2, THE INSTRUCTOR WILL PROVIDE       02565 18
               INDIVIDUAL FEEDBACK, ALSO, ON THIS EXERCISE,              02565 19
*SETTING       SMALL GROUP ≥1-12 STUDENTS+  SCHOOL                       02565 10
*MATERIALS     NONE                                                      02565  5
*LEVEL         ALL GRADES                                                02565  8
*GENERAL!      ALL CANDIDATES                                            02565  7
*HOURS         1-2                                                       02565  6
*EVALUATION    INSTRUCTOR85S JUDGMENT,                                   02565 25
*FILE          BEHAVIORAL STRATEGIES  SELF-EVALUATION                    02565  9
________________________________________________________________________________

*OBJECTIVES    1, TO TRAIN THE TRAINEE TO SELECT TYPES OF CLASSROOM      02566 23
               GROUPS AND PROCEDURES FOR ASSIGNING INDIVIDUALS TO THE    02566 24
               GROUP,                                                    02566 25
*PREREQUISITE BLANK                                                      02566 26
*EXPERIENCE    THE TRAINEE WILL, IN WRITING, DO EACH OF THE FOLLOWING;   02566 11
               1, STRUCTURE A HYPOTHETICAL INSTRUCTIONED SITUATION BY    02566 12
               SPECIFYING THE LEARNER CHARACTERISTICS ≥E,G,, ABILITY     02566 13
               LEVEL, AGE, BACKGROUND, ETC,+ FOR EACH OF 25 STUDENTS     02566 14
               2, SELECT A CLASSROOM ACTIVITY WHICH HE FEELS IS BEST     02566 15
               CARRIED OUT BY HAVING THE PUPILS WORK IN SMALL GROUPS     02566 16
               3, SPECIFY THE TYPES OF GROUP INTO WHICH THE CLASSROOM    02566 17
               SHOULD BE DIVIDED,  4, SPECIFY THE PROCEDURE FOR ASSIGNING02566 18
               INDIVIDUALS TO THE GROUP,  5, EXPLAIN THE RATIONALE BEHIND02566 19
               THE DECISIONS MADE IN STEPS 3 + 4,  THE TRAINEE WILL      02566 20
               DISCUSS HIS DECISIONS WITH THE INSTRUCTOR IN ORDER THAT   02566 21
               THE INSTRUCTOR MAY PROVIDE HIM WITH FEEDBACK,             02566 22
*SETTING       INDEPENDENT  SCHOOL                                       02566 10
*MATERIALS     NONE                                                      02566  5
*LEVEL         ALL GRADES                                                02566  8
*GENERAL!      ALL CANDIDATES                                            02566  7
*HOURS         3                                                         02566  6
*EVALUATION    INSTRUCTOR DECISION                                       02566 27
*FILE          CLASSROOM GROUP TYPES  PROCEDURE  SELECTION               02566  9
________________________________________________________________________________

*OBJECTIVES    1, TO TRAIN THE TRAINEE TO SELECT TYPES OF CLASSROOM      02567 22
               GROUPS AND PROCEDURES FOR ASSIGNING INDIVIDUALS TO THE    02567 23
               GROUP,                                                    02567 24
*PREREQUISITE BLANK                                                      02567 25
*EXPERIENCE    THE TRAINEE WILL BE GIVEN DATA ON A CLASS OF 25 PUPILS,   02567 11
               THE DATA WILL INCLUDE THE LEARNER CHARACTERISTICS ≥E,G,,  02567 12
               ABILITY, LEVEL, AGE, BACKGROUND ETC,+ FOR EACH OF THE 25, 02567 13
               WITH THE ABOVE INFORMATION, THE TRAINEE IS TO ≥1+ SPECIFY 02567 14
               THE TYPES OF CLASSROOM GROUPS INTO WHICH THE CLASS SHOULD 02567 15
               BE DIVIDED+ 2 ≥SPECIFY THE PROCEDURES FOR ASSIGNING       02567 16
               INDIVIDUALS TO THE GROUPS+ ≥3 EXPLAIN THE RATIONALE BEHIND02567 17
               THE DECISION MADE IN STEPS 1 AND 2,  THE TRAINEE WILL     02567 18
               DISCUSS HIS DECISIONS WITH THE INSTRUCTOR SO THAT THE     02567 19
               INSTRUCTOR MAY PROVIDE HIM WITH FEEDBACK DATA ON 25       02567 20
               STUDENTS                                                  02567 21
*SETTING       INDEPENDENT  COLLEGE                                      02567 10
*MATERIALS     BLANK                                                     02567  5
*LEVEL         ALL GRADES                                                02567  8
*GENERAL!      ALL CANDIDATES                                            02567  7
```

```
*HOURS         2                                                  02567  6
*EVALUATION    INSTRUCTOR DECISION                                02567 26
*FILE          CLASSROOM GROUP TYPES  PROCEDURES  SELECTING       02567  9

*OBJECTIVES    1, TO DECIDE WITHIN GROUP STRUCTURE TO ACHIEVE     02568 25
               OBJECTIVES,                                        02568 26
*PREREQUISITE  1, KNOWLEDGE OF GROUP INTERACTION VARIABLES,       02568 27
*EXPERIENCE    THE TRAINEE WILL, IN WRITING, DO EACH OF THE FOLLOWING+ 02568 11
               1, STRUCTURE A HYPOTHETICAL INSTRUCTIONAL SITUATION BY  02568 12
               SPECIFYING THE LEARNER CHARACTERISTICS 2E,G, ABILITY    02568 13
               LEVEL, AGE, BACKGROUND, ETC,+ FOR EACH OF 25 PUPILS,    02568 14
               2, SELECT A CLASSROOM ACTIVITY WHICH HE FEELS IS BEST   02568 15
               CARRIED OUT BY HAVING THE PUPILS WORK IN SMALL GROUPS,  02568 16
               3, SPECIFY THE NUMBER OF GROUPS WHICH THE CLASS SHOULD BE 02568 17
               DIVIDED INTO,  4, SPECIFY A CRITERION BY WHICH TO DIVIDE 02568 18
               THE GROUP OF 25 INTO SMALLER GROUPS,  5, EXPLAIN THE    02568 19
               RATIONALE BEHIND THE DECISIONS MADE IN STEPS 3 AND 4,   02568 20
               BEING SURE TO RELATE IT TO THE ACTIVITY SELECTED AND HIS 02568 21
               INSTRUCTIONAL OBJECTIVE FOR THAT ACTIVITY,  THE TRAINEE 02568 22
               WILL DISCUSS HIS DECISIONS WITH THE INSTRUCTOR IN ORDER 02568 23
               THAT THE INSTRUCTOR MAY PROVIDE HIM WITH FEEDBACK,      02568 24
*SETTING       INDEPENDENT  SCHOOL                                02568 10
*MATERIALS     NONE                                               02568  5
*LEVEL         ALL GRADES                                         02568  8
*GENERAL       ALL CANDIDATES                                     02568  7
*HOURS         2                                                  02568  6
*EVALUATION    INSTRUCTOR DECISION                                02568 28
*FILE          WITHIN IN-GROUP STRUCTURE  GROUP DIVISION          02568  9

*OBJECTIVES    TO LEARN WAYS TO CLUSTER PUPILS                    02569 26
*PREREQUISITE  1, GROUP INTERACTION VARIABLES,                    02569 27
*EXPERIENCE    THE TRAINEE WILL BE GIVEN DATA ON A CLASS OF 25 PUPILS, 02569 11
               THE DATA WILL INCLUDE THE LEARNER CHARACTERISTICS 2E,G, 02569 12
               ABILITY LEVEL, AGE, BACKGROUND, ETC,+ FOR EACH OF THE   02569 13
               25 PUPILS,  THE TRAINEE WILL BE GIVEN A CLASS ACTIVITY  02569 14
               AND AN INSTRUCTIONAL OBJECTIVE WHICH THAT ACTIVITY IS   02569 15
               EXPECTED TO OBTAIN,  WITH THE ABOVE INFORMATION, THE    02569 16
               TRAINEE IS TO: 1+ SPECIFY THE NUMBER OF GROUPS WHICH THE 02569 17
               CLASS SHOULD BE DIVIDED INTO+ 2+ SPECIFY A CRITERION BY 02569 18
               WHICH TO DIVIDE THE GROUP OF 25 INTO SMALLER GROUPS+    02569 19
               3+ DIVIDE THE GROUP INTO SMALLER GROUPS BY SPECIFYING   02569 20
               THE NAMES OF THE PUPILS IN EACH GROUP+ 4+ EXPLAIN THE   02569 21
               RATIONALE BEHIND THE DECISIONS MADE IN STEPS 1, 2, 3,   02569 22
               THE TRAINEE WILL DISCUSS HIS DECISIONS WITH THE INSTRUCTOR02569 23
               IN ORDER THAT THE INSTRUCTOR MAY PROVIDE HIM WITH       02569 24
               FEEDBACK,                                          02569 25
*SETTING       LARGE GROUP  SCHOOL                                02569 10
*MATERIALS     DATA ON 25 PUPILS                                  02569  5
*LEVEL         ALL GRADES                                         02569  8
*GENERAL       ALL CANDIDATES                                     02569  7
*HOURS         1/2                                                02569  6
*EVALUATION    INSTRUCTOR JUDGMENT,                               02569 28
*FILE          WITH-IN GROUP STRUCTURE  SMALL GROUPS              02569  9

*OBJECTIVES    TO TRAIN THE TRAINEE TO DECIDE ON CLASSROOM TASKS  02570 20
               NECESSARY FOR MAINTAINING AN ATTRACTIVE AND ORDERLY 02570 21
               CLASSROOM                                          02570 22
*PREREQUISITE  BLANK                                              02570 23
```

```
*EXPERIENCE     THE TRAINEE WILL, IN WRITING, DO THE FOLLOWING               02570 11
                1, STRUCTURE A HYPOTHETICAL INSTRUCTIONED SITUATION          02570 12
                BY SPECIFYING THE LEARNER CHARACTERISTICS ≥E,G, AGE,         02570 13
                BACKGROUND, ABILITY LEVEL, ETC,* AND ENVIRONMENT,            02570 14
                2, SPECIFY CLASSROOM TASKS NECESSARY FOR MAINTAINING AN      02570 15
                ATTRACTIVE AND ORDERLY CLASSROOM,  3, EXPLAIN THE            02570 16
                RATIONALE BEHIND THE DECISIONS MADE IN STEP 2,  THE          02570 17
                TRAINEE WILL DISCUSS HIS DECISIONS WITH THE INSTRUCTOR       02570 18
                IN ORDER THAT THE INSTRUCTOR MAY PROVIDE FEEDBACK,           02570 19
*SETTING        INDEPENDENT  COLLEGE                                         02570 10
*MATERIALS      NONE                                                         02570  5
*LEVEL          ALL GRADES                                                   02570  8
*GENERAL        ALL CANDIDATES                                               02570  7
*HOURS          1                                                            02570  6
*EVALUATION     INSTRUCTOR DECISION                                          02570 24
*FILE           CLASSROOM TASKS  ORDERLY  ATTRACTIVE                         02570  9
```

```
*OBJECTIVES     TO TRAIN THE TRAINEE TO DECIDE ON CLASSROOM TASKS            02571 20
                NECESSARY FOR MAINTAINING AN ATTRACTIVE AND ORDERLY          02571 21
                CLASSROOM                                                    02571 22
*PREREQUISITE 2570                                                           02571 23
*EXPERIENCE     THE TRAINEE WILL BE GIVEN DATA ON A CLASSROOM SITUATION,     02571 11
                THE DATA WILL INCLUDE LEARNER CHARACTERISTICS ≥E,G,          02571 12
                ABILITY LEVEL, AGE, BACKGROUND, ETC,* AND ENVIRONMENT,       02571 13
                THE TRAINEE WILL SPECIFY, IN WRITING THE CLASSROOM TASKS     02571 14
                NECESSARY FOR MAINTAINING AN ATTRACTIVE AND ORDERLY          02571 15
                CLASSROOM FOR THE CONDITIONS STATED,  THE TRAINEE WILL       02571 16
                EXPLAIN THE RATIONALE BEHIND HIS TASK DECISIONS,  THE        02571 17
                TRAINEE WILL DISCUSS HIS DECISIONS WITH THE INSTRUCTOR       02571 18
                IN ORDER THAT HE MAY RECEIVE FEEDBACK,                       02571 19
*SETTING        INDEPENDENT  COLLEGE                                         02571 10
*MATERIALS      DATA ON A CLASSROOM SITUATION ≥LEARNER CHARACTERISTICS       02571  5
                AND ENVIRONMENT*                                             02571
*LEVEL          ALL GRADES                                                   02571  8
*GENERAL        ALL CANDIDATES                                               02571  7
*HOURS          1                                                            02571  6
*EVALUATION     INSTRUCTOR DECISION                                          02571 24
*FILE           CLASSROOM TASKS  ORDERLY  MAINTAIN                           02571  9
```

```
*OBJECTIVES     1, TO RECOGNIZE THE NEED FOR CUSTODIAL HELP,  2, TO          02572 22
                SUCCESSFULLY DEAL WITH NON-TEACHING SCHOOL PERSONNEL,        02572 23
*PREREQUISITE BLANK                                                          02572 24
*EXPERIENCE     THE TRAINEE WILL DESIGN A HYPOTHETICAL SITUATION WHICH       02572 11
                REQUIRES HIM TO SEEK ASSISTANCE FROM A SCHOOL CUSTODIAN,     02572 12
                HE WILL THEN ROLE PLAY ASKING FOR THIS HELP FROM A           02572 13
                COOPERATIVE CUSTODIAN ≥ROLE-PLAYED BY ANOTHER STUDENT*       02572 14
                AND FROM AN UNCOOPERATIVE CUSTODIAN ≥ROLE-PLAYED BY          02572 15
                ANOTHER STUDENT*,  BOTH ROLE PLAYING EPISODES WILL BE        02572 16
                VIDEO-TAPED,  THE TRAINEE IS FREE TO PRACTICE-ERASE-         02572 17
                PRACTICE UNTIL HE IS SATISFIED WITH HIS PERFORMANCE ON       02572 18
                THE VIDEO-TAPE,  HE WILL THEN VIEW THE TAPE WITH THE         02572 19
                INSTRUCTOR AND RECEIVE FEEDBACK ON THE QUALITY OF HIS        02572 20
                PERFORMANCE,                                                 02572 21
*SETTING        SMALL GROUP ≥1-12 STUDENTS*5  COLLEGE                        02572 10
*MATERIALS      AUDIO-VISUAL TAPING EQUIPMENT                                02572  5
*LEVEL          ALL GRADES                                                   02572  8
*GENERAL        ALL CANDIDATES                                               02572  7
*HOURS          1/2                                                          02572  6
*EVALUATION     INSTRUCTOR DECISION                                          02572 25

*FILE           CUSTODIAN  MANAGERIAL TASK  HYPOTHETICAL                     02572  9
```

```
*OBJECTIVES     TO ARRANGE WITH THE CUSTODIAN FOR ASSISTANCE WITH PROPS     02573 17
*PREREQUISITE BLANK                                                         02573 18
*EXPERIENCE     THE TRAINEE WILL BE ASSIGNED TO AN ACTUAL CLASSROOM,        02573 11
                THE TRAINEE WILL ASK THE CUSTODIAN FOR ASSISTANCE IN        02573 12
                SETTING UP A PROP ≥E,G,, AQUARIUM, GREEN HOUSE, SCIENCE     02573 13
                CORNER, ETC,+ FOR INSTRUCTION PURPOSES,  THE TRAINEE WILL   02573 14
                RECEIVE FEEDBACK WHEN HE OBSERVES HOW READILY AND HOW WELL02573 15
                THE CUSTODIAN HAS ASSISTED THE TRAINEE,                     02573 16
*SETTING        OTHER ≥SPECIFY+ FIELD                                       02573 10
*MATERIALS      ACTUAL CLASSROOM                                            02573  5
*LEVEL          ALL GRADES                                                  02573  8
*GENERAL        ALL CANDIDATES                                              02573  7
*HOURS          1/4                                                         02573  6
*EVALUATION     HOW READILY THE CUSTODIAN COOPERATES,                       02573 19
*FILE           CUSTODIAN  PROP  SCHOOL                                     02573  9
```

```
*OBJECTIVES     1, TO CHOOSE PHYSICAL PROPS TO BENEFIT AN                   02574 22
                INSTRUCTIONAL SITUATION,                                    02574 23
*PREREQUISITE BLANK                                                         02574 24
*EXPERIENCE     THE TRAINEE STRUCTURES A HYPOTHETICAL SITUATION BY          02574 11
                SPECIFYING LEARNER CHARACTERISTICS, ≥E,G,, ABILITY LEVEL,   02574 12
                BACKGROUND, AGE, ETC,+ OBJECTIVES, CONTENT AREA AND         02574 13
                ENVIRONMENT,  THE TRAINEE OBTAINS INFORMATION ON            02574 14
                AVAILABLE PHYSICAL PROPS FOR THE CLASSROOM,  HE THEN        02574 15
                SELECTS THE PHYSICAL PROP ≥OR PROPS+ THAT HE FEELS WOULD    02574 16
                BEST SUIT THE CONDITIONS OF THE INSTRUCTIONAL SITUATION,    02574 17
                THE TRAINEE THEN EXPLAINS HIS RATIONALE BEHIND THE          02574 18
                DECISION IN SELECTING THE CHOSEN PROP ≥OR PROPS+,  THE      02574 19
                TRAINEE WILL DISCUSS HIS DECISIONS WITH THE INSTRUCTOR      02574 20
                IN ORDER THAT THE INSTRUCTOR MAY PROVIDE FEEDBACK,          02574 21
*SETTING        INDEPENDENT  COLLEGE                                        02574 10
*MATERIALS      INFORMATION ON PHYSICAL PROPS,                              02574  5
*LEVEL          ALL GRADES                                                  02574  9
*GENERAL        ALL CANDIDATES                                              02574  7
*HOURS          1                                                           02574  6
*EVALUATION     INSTRUCTOR DECISION                                         02574 25
```

```
*OBJECTIVES     1, TO TRAIN THE TRAINEE TO SELECT PROPS FOR AN              02575 22
                INSTRUCTIONAL SITUATION,                                    02575 23
*PREREQUISITE BLANK                                                         02575 24
*EXPERIENCE     1, THE TRAINEE IS ASSIGNED A HYPOTHETICAL INSTRUCTIONAL     02575 11
                SITUATION SPECIFYING LEARNER CHARACTERISTICS ≥E,G,, AGE,    02575 12
                ABILITY LEVEL, BACKGROUND+ CONTENT AREA, OBJECTIVES AND     02575 13
                ENVIRONMENT,  2, THE INSTRUCTOR SUPPLIES INFORMATION ON     02575 14
                TYPES OF PHYSICAL PROPS AVAILABLE FOR THE CLASSROOM,        02575 15
                3, THE TRAINEE SELECTS THE PHYSICAL PROP ≥OR PROPS+ THAT    02575 16
                HE FEELS WOULD BEST SUIT THE CONDITIONS OF THE              02575 17
                INSTRUCTIONAL SITUATION,  4, THE TRAINEE EXPLAINS THE       02575 18
                RATIONALE BEHIND HIS DECISION IN STEP 3,  THE TRAINEE       02575 19
                WILL DISCUSS HIS DECISIONS WITH THE INSTRUCTOR IN ORDER     02575 20
                THAT THE INSTRUCTOR MAY PROVIDE HIM WITH FEEDBACK,          02575 21
*SETTING        INDEPENDENT  COLLEGE                                        02575 10
*MATERIALS      INFORMATION ON PHYSICAL PROPS,  DATA ON A HYPOTHETICAL      02575  5
                SITUATION,                                                  02575
*LEVEL          ALL GRADES                                                  02575  8
*GENERAL        ALL CANDIDATES                                              02575  7

*HOURS          1                                                           02575  6
*EVALUATION     INSTRUCTOR DECISION                                         02575 25
*FILE           PHYSICAL PROPS  HYPOTHETICAL                                02575  9
```

```
*OBJECTIVES     1,  TO TRAIN THE TRAINEE TO CONSTRUCT AN INSTRUCTIONAL AND02576 20
                ATTRACTIVE BULLETIN BOARD,                                02576 21
*PREREQUISITE BLANK                                                       02576 22
*EXPERIENCE     THE TRAINEE STRUCTURES A HYPOTHETICAL SITUATION SPECIFYING02576 11
                LEARNER CHARACTERISTICS ≥E,G,, AGE, BACKGROUND, ABILITY   02576 12
                LEVEL, ETC,* OBJECTIVES, CONTENT AREA AND ENVIRONMENT,    02576 13
                THE TRAINEE THEN CONSTRUCTS A BULLETIN BOARD THAT WILL BE 02576 14
                ATTRACTIVE AND INSTRUCTIONAL TO THE HYPOTHETICAL PUPILS,  02576 15
                SHOULD USE BOTH STUDENT PRODUCTS AND NON*STUDENT PREPARED 02576 16
                MATERIALS,  THE TRAINEE DISCUSS HIS DECISIONS WITH THE    02576 17
                INSTRUCTOR AND FELLOW STUDENTS WHO HAVE VIEWED THE BOARD  02576 18
                AND RECEIVES FEEDBACK FROM THEM,                          02576 19
*SETTING        INDEPENDENT  SCHOOL                                       02576 10
*MATERIALS      CONSTRUCTOR PAPER                                         02576  5
*LEVEL          ALL GRADES                                                02576  8
*GENERAL        ALL CANDIDATES                                            02576  7
*HOURS          3                                                         02576  6
*EVALUATION     INSTRUCTOR DECISION,                                      02576 23
*FILE           BULLETIN BOARD  CONSTRUCT  BLANK                          02576  9
```

```
*OBJECTIVES     1,  TO TRAIN THE TRAINEE TO CONSTRUCT A BULLETIN BOARD    02577 22
                UTILIZING PUPIL PRODUCTS AND TRAINEE PRODUCTS,            02577 23
*PREREQUISITE BLANK                                                       02577 24
*EXPERIENCE     1,  THE TRAINEE IS ASSIGNED A HYPOTHETICAL INSTRUCTIONAL  02577 11
                SITUATION WHICH SPECIFIES LEARNER CHARACTERISTICS ≥E,G,,  02577 12
                BACKGROUND, AGE, ABILITY LEVEL, ETC,* CONTENT AREAS,      02577 13
                OBJECTIVES AND ENVIRONMENT,  2,  THE INSTRUCTOR SUPPLIES  02577 14
                TYPICAL PUPIL PRODUCTS MADE FOR AN INSTRUCTIONAL          02577 15
                OBJECTIVE,  3,  THE TRAINEE MAKES HIS OWN PRODUCTS FOR THE02577 16
                SAME OBJECTIVE,  4,  HE THEN COMBINES THS PUPILS≤ PRODUCTS02577 17
                WITH HIS OWN AND CONSTRUCTS A BULLETIN BOARD THAT HE FEELS02577 18
                WILL BE ATTRACTIVE AND INSTRUCTIONAL,  HE RECEIVES        02577 19
                FEEDBACK FROM HIS INSTRUCTOR AND FELLOW STUDENTS AS TO THE02577 20
                VALUE OF THE BULLETIN BOARD,                              02577 21
*SETTING        INDEPENDENT  SCHOOL                                       02577 10
*MATERIALS      CONSTRUCTOR PAPER AND PUPIL PRODUCTS,                     02577  5
*LEVEL          ALL GRADES                                                02577  8
*GENERAL        ALL CANDIDATES                                            02577  7
*HOURS          3                                                         02577  6
*EVALUATION     INSTRUCTOR DECISION                                       02577 25
*FILE           BULLETIN BOARD  CONSTRUCT  PUPIL PRODUCT                  02577  9
```

```
*OBJECTIVES     THE PERSPECTIVE TEACHER WILL BE ABLE TO DERIVE RULES WHICH02578 18
                ARE APPROPRIATE FOR CLASSROOM AND LEARNER CHARACTERISTICS 02578 19
                AND ARE INCLUSIVE,                                        02578 20
*PREREQUISITE BLANK                                                       02578 21
*EXPERIENCE     THE TRAINEE WILL STRUCTURE AN HYPOTHETICAL SITUATION BY   02578 11
                SPECIFYING LEARNER CHARACTERISTICS ≥E,G,, AGE, ABILITY    02578 12
                BACKGROUND ETC,* ENVIRONMENT, AND CONTENT AREA,  HE WILL  02578 13
                DERIVE A LIST OF CLASSROOM RULES NECESSARY FOR MAINTAINING02578 14
                AN EFFICIENT AND ORDERLY CLASSROOM,  HE WILL RECEIVE      02578 15
                FEEDBACK FROM THE INSTRUCTOR AS TO THE APPROPRIATENESS AND02578 16
                INCLUSIVENESS OF THE RULES FOR THE CONDITIONS SPECIFIED,  02578 17
*SETTING        INDEPENDENT  COLLEGE                                      02578 10
```

```
*MATERIALS     NONE                                                       02578  5
*LEVEL         ALL GRADES                                                 02578  8
*GENERALI      ALL CANDIDATES                                             02578  7
*HOURS         1/2                                                        02578  6
*EVALUATION    INSTRUCTOR DECISION                                        02578 22
*FILE          MANAGEMENT  RULES  ORDER                                   02578  9

*OBJECTIVES    THE PERSPECTIVE TEACHER WILL BE ABLE TO DERIVE RULES WHICH02579 18
               ARE APPROPRIATE FOR CLASSROOM AND LEARNER CHARACTERISTICS 02579 19
               AND ARE INCLUSIVE,                                        02579 20
*PREREQUISITE  BLANK                                                     02579 21
*EXPERIENCE    THE TRAINEE WILL BE ASSIGNED TO AN ACTUAL CLASSROOM,  HE  02579 11
               WILL DERIVE A LIST OF RULES APPROPRIATE FOR MAINTAINING   02579 12
               ORDER AND EFFICIENCY IN HIS ASSIGNED CLASSROOM,  HE WILL  02579 13
               WRITE UP THE LIST OF RULES AND THEN EXPLAIN TO HIS PUPILS 02579 14
               WHAT THE RULES ARE AND WHY THEY ARE NECESSARY,  HOW WELL  02579 15
               THE STUDENTS OBEY THE RULES WILL PROVIDE FEEDBACK FOR THE 02579 16
               TRAINEE,                                                  02579 17
*SETTING       LARGE GROUP                                               02579 10
*MATERIALS     ACTUAL CLASSROOM                                          02579  5
*LEVEL         ALL GRADES                                                02579  8
*GENERAL       ALL CANDIDATES                                            02579  7
*HOURS         1                                                         02579  6
*EVALUATION    THE RESPONSE OF THE STUDENTS,                             02579 22
*FILE          RULES/SCHOOL  ORDER  MANAGEMENT                           02579  9

*OBJECTIVES    1,  TO TRAIN THE TRAINEE TO DECIDE ON MEANS OF ENFORCING  02580 22
               RULES,                                                    02580 23
*PREREQUISITE  1,  KNOWLEDGE OF THE BEHAVIORAL SCIENCES                  02580 24
*EXPERIENCE    THE TRAINEE WILL, IN WRITING, DO EACH OF THE FOLLOWING;   02580 11
               1,  STRUCTURE A HYPOTHETICAL INSTRUCTIONAL SITUATION BY   02580 12
               SPECIFYING THE LEARNER CHARACTERISTICS ≥E,G,, AGE, ABILITY02580 13
               LEVEL, BACKGROUND, ETC,+ AND ENVIRONMENT,  2,  DERIVE     02580 14
               EXAMPLES OF PUPILS BREAKING STATED RULES,  3,  PRESCRIBE  02580 15
               PUNISHMENT THAT WILL CHANGE THE UNDESIRABLE BEHAVIOR TO   02580 16
               THE DESIRED BEHAVIOR,  4,  EXPLAIN THE RATIONALE BEHIND   02580 17
               DECISIONS MADE IN STEP 3 BY RELATING HIS DECISION TO      02580 18
               PRINCIPLES OF THE BEHAVIORAL SCIENCES,  THE TRAINEE WILL  02580 19
               DISCUSS HIS DECISIONS WITH THE INSTRUCTOR IN ORDER THAT   02580 20
               THE INSTRUCTOR MAY PROVIDE HIM WITH FEEDBACK,             02580 21
*SETTING       INDEPENDENT  SCHOOL                                       02580 10
*MATERIALS     NONE                                                      02580  5
*LEVEL         ALL GRADES                                                02580  8
*GENERAL       ALL CANDIDATES                                            02580  7
*HOURS         1 1/2                                                     02580  6
*EVALUATION    INSTRUCTOR DECISION                                       02580 25
*FILE          RULE  PRESCRIBE UNDESIRABLE BEHAVIOR  BLANK               02580  9

*OBJECTIVES    TO TRAIN THE TRAINEE TO DECIDE ON MEANS OF ENFORCING      02581 22
               RULES,                                                    02581 23
*PREREQUISITE  BLANK                                                     02581 24
*EXPERIENCE    1,  THE TRAINEE IS ASSIGNED A HYPOTHETICAL INSTRUCTIONAL  02581 11
               SITUATION SPECIFYING LEARNER CHARACTERISTICS ≥E,G,, AGE,  02581 12
               ABILITY LEVEL, BACKGROUND, ETC,+ CONTENT AREAS,           02581 13
               OBJECTIVES, AND ENVIRONMENT,  2,  THE INSTRUCTOR SUPPLIES 02581 14
               EXAMPLES OF PUPILS BREAKING STATED RULES,  3,  THE TRAINEE02581 15
               PRESCRIBES PUNISHMENTS THAT WILL CHANGE THE INSTRUCTIONAL 02581 16
               BEHAVIOR TO THE DESIRED BEHAVIOR,  4,  THE TRAINEE        02581 17
               EXPLAINS THE RATIONALE BEHIND THE DECISIONS MADE IN STEP  02581 18
               3,  THE TRAINEE WILL DISCUSS HIS DECISIONS WITH THE       02581 19
               INSTRUCTOR IN ORDER THAT THE INSTRUCTOR MAY PROVIDE       02581 20
               FEEDBACK,                                                 02581 21
*SETTING       BLANK  SCHOOL                                             02581 10
*MATERIALS     EXAMPLES OF PUPIL DEVIATORS FROM STATED RULES             02581  5
*LEVEL         ALL GRADES                                                02581  8
*GENERAL       ALL CANDIDATES                                            02581  7
*HOURS         1                                                         02581  6
*EVALUATION    INSTRUCTOR DECISION                                       02581 25
*FILE          RULE  DEVIATE  PRESCRIBES                                 02581  9

*OBJECTIVES    TO TRAIN THE TRAINEE COMMUNICA                            02582
*OBJECTIVES    TO TRAIN THE TRAINEE TO COMMUNICATE SCHOOL AND CLASS      02582 22
               REGULATORY PROCEDURES AND ENFORCEMENTS TO PUPILS,         02582 23
*PREREQUISITE BLANK                                                      02582 24
*EXPERIENCE    1,  THE TRAINEE WILL STRUCTURE A HYPOTHETICAL             02582 11
               INSTRUCTIONAL SITUATION BY SPECIFYING LEARNER             02582 12
               CHARACTERISTICS ≥E,G,, BACKGROUND, ABILITY LEVEL,         02582 13
               AGE, ETC,+ AND ENVIRONMENT,  HE WILL DERIVE A LIST THAT   02582 14
               COMMUNICATES SCHOOL AND CLASSROOM REGULATORY PROCEDURES   02582 15
               TO HIS HYPOTHETICAL PUPILS,  3,  THE TRAINEE WILL HAVE AN 02582 16
               A-V TAPE MADE OF HIM EXPLAINING THE RULES AND RATIONALE OF02582 17
               THE RULES TO THE HYPOTHETICAL PUPILS,  4,  HE IS FREE TO  02582 18
               PRACTICE-ERACE-PRACTICE UNTIL HE IS SATISFIED WITH HIS    02582 19
               ABILITY,  HE WILL VIEW THE TAPE WITH THE INSTRUCTOR AND   02582 20
               WILL RECEIVE FEEDBACK ON HIS ABILITY,                     02582 21
*SETTING       OTHER ≥SPECIFY+ LABORATORY  SCHOOL                        02582 10
*MATERIALS     A-V LABORATORY                                            02582  5
*LEVEL         ALL GRADES                                                02582  8
*GENERAL       ALL CANDIDATES                                            02582  7
*HOURS       1                                                           02582  6
*EVALUATION    UNSTRUCTOR DECISION                                       02582 25
*FILE          A-V LABORATORY  REGULAROTY PROCEDURES  ENFORCEMENT        02582  9

*OBJECTIVES    TO TRAIN THE TRAINEE TO DECIDE ON MEANS OF COMMUNICATING  02583 21
               SCHOOL AND CLASSROOM REGULATORY PROCEDURES AND            02583 22
               ENFORCEMENTS TO PUPILS,                                   02583 23
*PREREQUISITE BLANK                                                      02583 24
*EXPERIENCE    THE TRAINEE IS GIVEN THE FOLLOWING DATA FOR AN            02583 11
               INSTRUCTIONAL SITUATION!  LEARNER CHARACTERISTICS ≥E,G,,  02583 12
               BACKGROUND, AGE, ABILITY LEVEL, ETC,+, ENVIRONMENT, AND   02583 13
               THE CLASSROOM AND SCHOOL REGULATORY PROCEDURE AND         02583 14
               ENFORCEMENTS,  HE DECIDES THE MEANS OF COMMUNICATING THESE02583 15
               RULES TO THE PUPILS AND HAS AN A-V TAPE MADE OF HIMSELF   02583 16
               DEMONSTRATING THESE MEANS,  HE VIEW THE TAPE AND IF FREE  02583 17
               TO ERASE-PRACTICEERASE UNTIL HE IS SATISFIED WITH HIS     02583 18
               ABILITY,  HE VIEWS THE TAPE WITH THE INSTRUCTOR IN ORDER  02583 19
               THAT HE MAY RECEIVE FEEDBACK,                             02583 20
*SETTING       INDEPENDENT  OTHER ≥SPECIFY+ LABORATORY  SCHOOL           02583 10
*MATERIALS     A-V LABORATORY                                            02583  5
*LEVEL         ALL GRADES                                                02583  8
*GENERAL       ALL CANDIDATES                                            02583  7
*HOURS         1 1/2                                                     02583  6
*EVALUATION    INSTRUCTOR DECISION                                       02583 24
*FILE          A-V LABORATORY  REGULATORY PROCEDURES  ENFORCEMENT        02583  9
```

```
*OBJECTIVES     1,  TO SELECT APPROPRIATE VISUAL AIDS  2,  TO PROPERLY USE02584 24
                VISUAL AIDS,                                                02584 24
*PREREQUISITE 1,  IS ABLE TO THREAD PROJECTOR  2,  KNOWS VARIABLES OF       02584 25
                INSTRUCTION  3,  KNOWS WHERE TO OBTAIN FILMS AND            02584 26
                DESCRIPTIONS OF THEM                                        02584 27
*EXPERIENCE     THE TRAINEE STRUCTURES A HYPOTHETICAL INSTRUCTIONAL         02584 11
                SITUATION BY SPECIFYING LEARNER CHARACTERISTICS ≥E,G,,      02584 12
                AGE, ABILITY, BACKGROUND, ETC,♦ CONTENT AREA ≥E,G,, MATH,   02584 13
                FRACTIONS, MULTIPLICATION, ETC,♦ OBJECTIVES AND             02584 14
                ENVIRONMENT,  HE THEN SELECTS A FILM [APPROPRIATE[ FOR THE02584 15
                SPECIFIED CLASSROOM SITUATION AND IN AN A-V LABORATORY THE02584 16
                TRAINEE HAS A VIDEO TAPE MADE OF HIM TEACHING THE           02584 17
                PROJECTOR, INTRODUCING THE FILM AND SHOWING THE FILM ≥OR    02584 18
                BRIEF PORTIONS OF IT♦ TO A HYPOTHETICAL GROUP OF PUPILS,    02584 19
                HE IS FREE TO PRACTICE-ERASE-PRACTICE, UNTIL HE IS          02584 20
                SATISFIED WITH HIS ABILITY,  HE THEN VIEWS THE TAPE WITH    02584 21
                AN INSTRUCTOR AND RECEIVES FEEDBACK REGARDING THE           02584 22
                IMPROVEMENT OF THIS PRACTICE-TEACHING EXPERIENCE,           02584 23
*SETTING        OTHER ≥SPECIFY♦ LABORATORY  SCHOOL                          02584 10
*MATERIALS      1,  PROJECTOR  2,  A-V LABORATORY  3,  CATALOGUE OF FILMS 02584  5
*LEVEL          ALL GRADES                                                  02584  8
*GENERAL        ALL CANDIDATES                                              02584  7
*HOURS          1                                                           02584  6
*EVALUATION     INSTRUCTOR DECISION                                         02584 28
**FILE          MEDIA  FILM PROJECTOR  BLANK                                02584  9

*OBJECTIVES     TO SELECT FILMS APPROPRIATE FOR CERTAIN CONDITIONS AND      02585 24
                INTRODUCE THE FILMS EFFECTIVELY FOR THESE CONDITIONS,       02585 25
*PREREQUISITE 1,  IS ABLE TO THREAD PROJECTOR  2,  KNOWS VARIABLES OF       02585 26
                INSTRUCTION  3,  KNOWS WHEN TO OBTAIN FILMS AND             02585 27
                DESCRIPTIONS OF THEM,                                       02585 28
*EXPERIENCE     THE INSTRUCTOR STRUCTURES A HYPOTHETICAL INSTRUCTIONAL      02585 11
                SITUATION BY SPECIFYING LEARNER CHARACTERISTICS ≥E,G,,      02585 12
                AGE, ABILITY, BACKGROUND, ETC,♦ CONTENT AREA ≥E,G,, MATH,   02585 13
                FRACTIONS, MULTIPLICATION, ETC,♦ OBJECTIVES AND             02585 14
                ENVIRONMENT,  THE TRAINEE THEN SELECTS A FILM               02585 15
                [APPROPRIATE[ FOR THE SPECIFIED CLASSROOM SITUATION AND IN02585 16
                AN A-V LABORATORY THE TRAINEE HAS A VIDEO TAPE MADE OF HIM02585 17
                THREADING THE PROJECTOR, INTRODUCING THE FILM, AND SHOWING02585 18
                THE FILM ≥OR BRIEF PORTIONS OF IT♦ TO THE HYPOTHETICAL      02585 19
                GROUP OF PUPILS,  HE IS FREE TO PRACTICE-ERASE-PRACTICE,    02585 20
                UNTIL HE IS SATISFIED WITH HIS ABILITY,  HE THEN VIEWS THE02585 21
                TAPE WITH AN INSTRUCTOR AND RECEIVES FEEDBACK REGARDING     02585 22
                THE IMPROVEMENT OF HIS PRACTICE-TEACHING EXPERIENCE,         2585 23
*SETTING        OTHER ≥SPECIFY♦ LABORATORY  SCHOOL                          02585 10
*MATERIALS      1,  PROJECTOR  2,  A-V LABORATORY  3,  CATALOGUE OF FILM    02585  5
*LEVEL          ALL GRADES                                                  02585  8
*GENERAL        ALL CANDIDATES                                              02585  7
*HOURS          1                                                           02585  6
*EVALUATION     INSTRUCTOR JUDGMENT,                                        02585 29
*FILE           MEDIA  FILM PROJECTOR  BLANK                                02585  9

*OBJECTIVE      TO TRAIN THE TRAINEE TO PREPARE INSTRUCTIONAL MEDIA THAT    02586 21
                ARE NEEDED FOR IN-CLASS INSTRUCTOR,                         02586 22
*PREREQUISITE BLANK                                                         02586 23
*EXPERIENCE     THE TRAINEE STRUCTURE A HYPOTHETICAL INSTRUCTIONAL          02586 11
                SITUATION, SPECIFYING LEARNER CHARACTERISTICS ≥AGE,         02586 12
                ABILITY LEVEL, BACKGROUND, ETC,♦, OBJECTIVE, ENVIRONMENT, 02586 13
                AND CONTENT AREAS,  THE TRAINEE SELECTS A MAGAZINE ARTICLE02586 14
```

```
               THAT IS RELEVANT TO THE INSTRUCTIONAL OBJECTIVE AND        02586 15
               DUPLICATES THE MATERIAL ON A MACHINE DESIGNED FOR THAT     02586 16
               PURPOSE SO THAT EACH PUPIL WILL HAVE A COPY OF THE         02586 17
               ARTICLE,  THE TRAINEE WILL RECEIVE FEEDBACK ON HIS ABILITY02586 18
               AT DUPLICATING MATERIALS FROM HIS INSTRUCTOR AS WELL AS A 02586 19
               SELF-EVALUATION OF THE FINISHED PRODUCT,                  02586 20
*SETTING       INDEPENDENT  SCHOOL                                       02586 10
*MATERIALS     DUPLICATING MACHINE                                       02586  5
*LEVEL         ALL GRADES                                                02586  8
*GENERAL:      ALL CANDIDATES                                            02586  7
*HOURS         1/2                                                       02586  6
*EVALUATION    INSTRUCTOR DECISION                                       02586 24
*FILE          PREPARING MATERIAL  DUPLICATES  MACHINE                   02586  9
```

```
*OBJECTIVES    1,  TO TRAIN THE TRAINEE TO PREPARE INSTRUCTIONAL MEDIA   02587 22
               THAT ARE NEEDED FOR IN-CLASS INSTRUCTION                  02587 23
*PREREQUISITE  BLANK                                                     02587 24
*EXPERIENCE    THE TRAINEE IS GIVEN A HYPOTHETICAL INSTRUCTIONAL SETTING 02587 11
               IN WHICH THE FOLLOWING IS SPECIFIED:  LEARNER             02587 12
               CHARACTERISTICS ≥E,G,, AGE, ABILITY LEVEL, BACKGROUND,    02587 13
               ETC,+ ENVIRONMENT, OBJECTIVE, AND CONTENT AREAS,  THE     02587 14
               TRAINEE SELECTS A MAGAZINE ARTICLE THAT IS RELEVANT TO THE02587 15
               INSTRUCTION AND DUPLICATES THAT MATERIAL ON A MACHINE     02587 16
               DESIGNED FOR THAT PURPOSE IN ORDER THAT EACH PUPIL WILL   02587 17
               HAVE HIS OWN COPY,  THE TRAINEE WILL RECEIVE FEEDBACK WHEN02587 18
               HE SEES THE QUALITY BY THE FINISHED PRODUCT AND WILL HAVE 02587 19
               A DISCUSSION WITH THE INSTRUCTOR ON THIS QUALITY AND THE  02587 20
               APPROPRIATENESS OF HIS CHOISE OF MATERIAL,                02587 21
*SETTING       OTHER ≥SPECIFY+ DUPLICATING MACHINE  COLLEGE              02587 10
*MATERIALS     DUPLICATING MACHINE                                       02587  5
*LEVEL         ALL GRADES                                                02587  8
*GENERAL:      ALL CANDIDATES                                            02587  7
*HOURS         1/2                                                       02587  6
*EVALUATION    INSTRUCTOR DECISION                                       02587 25
*FILE          PREPARING MATERIAL  DUPLICATE  MACHINE                    02587  9
```

```
*OBJECTIVES    1,  TO TRAIN THE TRAINEE TO OBTAIN PROFESSIONAL           02588 19
               INFORMATION ABOUT INSTRUCTIONAL VARIABLES,                02588 20
*PREREQUISITE  BLANK                                                     02588 21
*EXPERIENCE    THE TRAINEE IS TO GO TO THE LIBRARY AND SCAN READING      02588 11
               MATERIALS THAT WILL GIVE HIM PROFESSIONAL INFORMATION     02588 12
               ABOUT AN INSTRUCTIONAL VARIABLE OF HIS CHOOSING,  HS IS TO02588 13
               DERIVE A LIST OF THE NAMES OF THOSE READING MATERIALS THAT02588 14
               HE FEELS BEST DEAL WITH THIS VARIABLE AND WOULD BE HELPFUL02588 15
               IN THE FUTURE,  THE TRAINEE WILL RECEIVE FEEDBACK ON HIS  02588 16
               CHOISE FROM THE INSTRUCTOR IN A DISCUSSION WITH THE       02588 17
               INSTRUCTOR,                                               02588 18
*MATERIALS     LIBRARY                                                   02588  5
*LEVEL         ALL GRADES                                                02588  8
*GENERAL:      ALL CANDIDATES                                            02588  7
*HOURS         4                                                         02588  6
*EVALUATION    INSTRUCTOR DECISION                                       02588 22
*FILE          LIBRARY  PROFESSIONAL INFORMATION  ENVIRONMENTAL          02588  9
               DIMENSIONS                                                02588 10
```

```
*OBJECTIVES     1,; TO BE AWARE OF THE NECESSITY FOR MAINTAINING CURRENT  02625 21
                PROFESSIONAL INFORMATION ON THE VARIABLES OF INSTRUCTION. 02625 22
                2, TO BE ABLE TO OBTAIN PROFESSIONAL INFORMATION REGARDING02625 23
                THE BEHAVIORAL DIMENSIONS OF INSTRUCTION, KEEPING INFORMED02625 24
                ≥ACQUIRING, READING, STUDYING AND QUESTIONING, ABOUT      02625 25
                RESEARCH AND DEVELOPMENT RELATIVE TO LEARNERS, GROUPS AND 02625 26
                TEACHER BEHAVIORS,                                        02625 27
*PREREQUISITE MODULE 2565                                                 02625 28
*EXPERIENCE     1. THE TRAINEE IS TO PREPARE A BIBLIOGRAPHY OF            02625 11
                PERIODICALS WHICH WILL BE OF ASSISTANCE IN KEEPING        02625 12
                INFORMED ON PROFESSIONAL DEVELOPMENTS IN ELEMENTARY       02625 13
                EDUCATION,  2; HE IS THEN TO SELECT CURRENT ARTICLES FROM 02625 14
                JOURNALS APPEARING ON THIS BIBLIOGRAPHY.AND ABSTRACT THEM.02625 15
                3, A STATEMENT IS TO BE PREPARED, SUGGESTING HOW THE IDEAS02625 16
                ESPOUSED IN THESE PROFESSIONAL ARTICLES COULD BE UTILIZED 02625 17
                IN THE CLASSROOM.,  SPECIFIC EXAMPLES OF POSSIBLE         02625 18
                UTILIZATION ARE TO BE GIVEN.  4. THE INSTRUCTOR WILL      02625 19
                PROVIDE FEEDBACK ON THIS EXERCISE,                        02625 20
*SETTING        INDEPENDENT  COLLEGE                                      02625 10
*MATERIALS      1. LIBRARY OF CURRENT PERIODICALS AND JOURNALS ON         02625  5
                EDUCATION,                                                02625
*LEVEL          ALL GRADES                                                02625  8
*GENERAL        ALL CANDIDATES                                            02625  7
*HOURS          6                                                         02625  6
*EVALUATION     INSTRUCTOR≤S JUDGMENT.                                    02625 29
*FILE           CLINICAL  BEHAVIORAL STRATEGIES  BIBLIOGRAPHY ON EDUCATION02625  9
*OBJECTIVES     TO BE ABLE TO SYSTEMATICALLY OBSERVE TEACHING AS THE      02626 19
                MANIPULATION OF INSTRUCTIONAL VARIABLES.  TO BE AWARE OF  02626 20
                THE NECESSITY FOR SYSTEMATICALLY OBSERVING TEACHING IN    02626 21
                ORDER TO IMPROVE CLASSROOM INTERACTION.                   02626 22
*PREREQUISITE 2481-2588                                                   02626 23
*EXPERIENCE     1, THE TRAINEE IS GIVEN A COPY OF FLANDERS≤ INTERACTION   02626 11
                ANALYSIS, AN EXPLANATION OF THE INTENT OF THE INSTRUMENT  02626 12
                AND DEFINITIONS OF EACH ITEM.  2. THE TRAINEE IS TO       02626 13
                STRUCTURE FIVE HYPOTHETICAL EXAMPLES OF CLASSROOM         02626 14
                BEHAVIOR FOR EACH ITEM.  3. HE IS THEN TO VIEW TAPES OF   02626 15
                MICRO-TEACHING EPISODES TO BECOME FAMILIAR WITH THE       02626 16
                UTILIZATION OF THE INSTRUMENT IN A CLASSROOM SITUATION.   02626 17
                4, THE INSTRUCTOR WILL PROVIDE FEEDBACK ON THIS EXERCISE. 02626 18
*SETTING        INDEPENDENT  COLLEGE                                      02626 10
*MATERIALS      1, VIDEO-TAPES OF MICRO-TEACHING EPISODES.  2. COPIES OF  02626  5
                FLANDERS≤ INTERACTION ANALYSIS, AN EXPLANATION OF THE     02626
                INTENT OF THE INSTRUMENT AND DEFINITIONS OF EACH ITEM.    02626
*LEVEL          ALL GRADES                                                02626  8
*GENERAL        ALL CANDIDATES                                            02626  7
*HOURS          3                                                         02626  6
*EVALUATION     INSTRUCTOR≤S JUDGMENT,                                    02626 24
*FILE           CLINICAL  BEHAVIORAL STRATEGIES  FLANDERS≤ INTERACTION    02626  9
                ANALYSIS                                                  02626
```

```
*OBJECTIVES     1, TO BE ABLE TO SYSTEMATICALLY OBSERVE TEACHING AS THE   02627 19
                MANIPULATION OF INSTRUCTIONAL VARIABLES,  2. TO BE ABLE TO02627 20
                UTILIZE SYSTEMATIC OBSERVATIONS OF TEACHING IN IMPROVING  02627 21
```

```
               CLASSROOM INTERACTION.                                        02627 22
*PREREQUISITE ALL PREVIOUS MODULES 2628                                      02627 23
*EXPERIENCE    1, THE TRAINEE IS ASSIGNED TO OBSERVE A CLASSROOM IN THE      02627 11
               FIELD.  2, THE TRAINEE UTILIZES FLANDERS≤ INTERACTION         02627 12
               ANALYSIS TO CLASSIFY THE VERBAL BEHAVIOR OF THE TEACHER.      02627 13
               3, THIS SYSTEMATIC OBSERVATION SHOULD BE AT LEAST ONE         02627 14
               HOUR IN LENGTH.  AS THE OBSERVATION IS TAKING PLACE, THE      02627 15
               CLASS SESSION IS VIDEO-TAPED.  4. THE TEACHER AND THE         02627 16
               TRAINEE USE THE INTERACTION ANALYSIS AND THE VIDEO-TAPE TO02627 17
               ANALYZE THE TEACHER≤S VERBAL BEHAVIOR.                        02627 18
*SETTING       INDEPENDENT  SCHOOL                                           02627 10
*MATERIALS     1, TEACHER AND CLASS IN THE FIELD TO BE OBSERVED,             02627  5
               2, VIDEO-TAPE EQUIPMENT,  3. COPIES OF FLANDERS≤              02627
               INTERACTION ANALYSIS.                                         02627
*LEVEL         ALL GRADES                                                    02627  8
*GENERAL       ALL CANDIDATES                                                02627  7
*HOURS         2                                                             02627  6
*EVALUATION    INSTRUCTOR≤S JUDGMENT.                                        02627 24
*FILE          CLINICAL  BEHAVIORAL STRATEGIES  FLANDERS≤ INTERACTION        02627  9
               ANALYSIS                                                      02627
```

```
*OBJECTIVES    1, TO BE ABLE TO SYSTEMATICALLY OBSERVE TEACHING AS THE       02628 24
               MANIPULATION OF INSTRUCTIONAL VARIABLES,  2. TO BE ABLE       02628 25
               TO UTILIZE THE SYSTEMATIC OBSERVATIONS OF TEACHING IN         02628 26
               IMPROVING CLASSROOM INTERACTION.                              02628 27
*PREREQUISITE 2627                                                           02628 28
*EXPERIENCE    1, THE TRAINEE IS ASSIGNED TO OBSERVE AND TO INSTRUCT A       02628 11
               CLASS IN THE FIELD.  2. THE TEACHER UTILIZES FLANDERS≤        02628 12
               INTERACTION ANALYSIS TO CLASSIFY THE VERBAL BEHAVIOR OF       02628 13
               THE TRAINEE AS HE INSTRUCTS THE PUPILS ACCORDING TO A         02628 14
               PREPARED LESSON PLAN.  3. THIS SYSTEMATIC OBSERVATION         02628 15
               SHOULD BE AT LEAST 1/2 HOUR IN LENGTH.  AS THE OBSERVATION02628 16
               IS TAKING PLACE, THE CLASS SESSION IS VIDEO-TAPED.            02628 17
               4, THE TEACHER AND THE TRAINEE USE THE INTERACTION            02628 18
               ANALYSIS AND THE VIDEO-TAPE TO ANALYZE THE TRAINEE≤S          02628 19
               VERBAL BEHAVIOR IN THE CLASSROOM AND COMPARE THIS             02628 20
               BEHAVIOR TO THE TEACHER≤S IN THE PREVIOUS MODULE,  5. THE 02628 21
               INSTRUCTOR WILL ALSO PROVIDE FEEDBACK ON THIS PRACTICE        02628 22
               TEACHING EXERCISE.                                            02628 23
*SETTING       INDEPENDENT  SCHOOL                                           02628 10
*MATERIALS     1, TEACHER AND CLASS IN THE FIELD TO BE OBSERVED.             02628  5
               2. VIDEO-TAPE EQUIPMENT.  3. COPIES OF FLANDERS≤              02628
               INTERACTION ANALYSIS.                                         02628
*LEVEL         ALL GRADES                                                    02628  8
*GENERAL       ALL CANDIDATES                                                02628  7
*HOURS         2                                                             02628  6
*EVALUATION    INSTRUCTOR≤S JUDGMENT.                                        02628 29
*FILE          CLINICAL  BEHAVIORAL STRATEGIES  FLANDERS≤ INTERACTION        02628  9
               ANALYSIS                                                      02628
```

```
*OBJECTIVES    TO BE ABLE TO SYSTEMATICALLY OBSERVE TEACHING AS THE          02629 21
               MANIPULATION OF INSTRUCTIONAL VARIABLES,  TO BE AWARE OF      02629 22
               THE NECESSITY FOR SYSTEMATICALLY OBSERVING TEACHING IN        02629 23
               ORDER TO IMPROVE THE TEACHER≤S INFLUENCE TECHNIQUES.          02629 24
*PREREQUISITE 2628                                                           02629 2
$EXPERIENCE    1, THE TRAINEE IS GIVEN A COPY OF HENDERSON≤S INFLUENCE       02629 11
               TECHNIQUES INSTRUMENT, AN EXPLANATION OF THE INTENT OF THE02629 12
               INSTRUMENT AND DEFINITIONS OF EACH ITEM,  2. THE TRAINEE      02629 13
               IS TO STRUCTURE TWO HYPOTHETICAL EXAMPLES OF CLASSROOM        02629 14
```

```
                BEHAVIOR FOR EACH ITEM.  3. HE IS THEN TO VIEW TAPES OF     02629 15
                MICRO-TEACHING EPISODES TO BECOME FAMILIAR WITH THE         02629 16
                UTILIZATION OF THE INSTRUMENTS IN A CLASSROOM SITUATION.    02629 17
                THE MANAGEMENT AND THE MOTIVATION PORTIONS SHOULD BE USED   02629 18
                SEPARATELY.  4. THE INSTRUCTOR WILL PROVIDE FEEDBACK ON     02629 19
                THIS EXERCISE†                                              02629 20
*SETTING        INDEPENDENT                                                 02629 10
*MATERIALS      1. VIDEO-TAPES OF MICRO-TEACHING EPISODES.  2. COPIES       02629  5
                OF HENDERSON≤S INFLUENCE TECHNIQUES INSTRUMENT              02629
                ≥MANAGEMENT AND MOTIVATION†. AN EXPLANATION OF THE INTENT   02629
                OF THE INSTRUMENT AND DEFINITIONS OF EACH ITEM.             02629
*LEVEL          ALL GRADES                                                  02629  8
*GENERAL        ALL CANDIDATES                                              02629  7
*HOURS          3-4                                                         02629  6
*EVALUATION     INSTRUCTOR≤S JUDGMENT.                                      02629 26
*FILE           CLINICAL  BEHAVIORAL STRATEGIES  HENDERSON≤S INFLUENCE      02629  9
                TECHNIQUES.                                                 02629
```

```
*OBJECTIVES     1. TO BE ABLE TO SYSTEMATICALLY OBSERVE TEACHING AS THE     02630 20
                MANIPULATION OF INSTRUCTIONAL VARIABLES.  2. TO BE ABLE     02630 21
                TO UTILIZE SYSTEMATIC OBSERVATIONS OF TEACHING IN           02630 22
                IMPROVING CLASSROOM INTERACTION.                            02630 23
*PREREQUISITE   MODULE 2629                                                 02630 24
*EXPERIENCE     1. THE TRAINEE IS ASSIGNED TO OBSERVE A CLASSROOM IN THE    02630 11
                FIELD.  2. THE TRAINEE UTILIZES HENDERSON≤S INFLUENCE       02630 12
                TECHNIQUES INSTRUMENT--MANAGEMENT TO CLASSIFY THE VERBAL    02630 13
                BEHAVIOR OF THE TEACHER.  3. THIS SYSTEMATIC                02630 14
                OBSERVATION SHOULD BE AT LEAST ONE HOUR IN LENGTH.  AS THE02630 15
                OBSERVATION IS TAKING PLACE, THE CLASS SESSION IS VIDEO-    02630 16
                TAPED.  4. THE TEACHER AND THE TRAINEE USE THE INFLEUNCE    02630 17
                TECHNIQUES INSTRUMENT AND THE VIDEO-TAPE TO ANALYZE THE     02630 18
                TEACHER≤S VERBAL BEHAVIOR.                                  02630 19
*SETTING        INDEPENDENT  SCHOOL                                         02630 10
*MATERIALS      1. TEACHER AND CLASS IN THE FIELD TO BE OBSERVED.           02630  5
                2. VIDEO-TAPE EQUIPMENT.  3. COPIES OF HENDERSON≤S          02630
                INFLUENCE TECHNIQUES INSTRUMENT-MANAGEMENT.                 02630
*LEVEL          ALL GRADES                                                  02630  8
*GENERAL        ALL CANDIDATES                                              02630  7
*HOURS          2                                                           02630  6
*EVALUATION     INSTRUCTOR≤S JUDGMENT.                                      02630 25
*FILE           CLINICAL  BEHAVIORAL STRATEGIES  HENDERSON≤S INFLUENCE      02630  9
                TECHNIQUES                                                  02630
```

```
*OBJECTIVES     1. TO BE ABLE TO SYSTEMATICALLY OBSERVE TEACHING AS THE     02631 24
                MANIPULATION OF INSTRUCTIONAL VARIABLES.  2. TO BE ABLE     02631 25
                TO UTILIZE THE SYSTEMATIC OBSERVATIONS OF TEACHING IN       02631 26
                IMPROVING THE TEACHER≤S INFLUENCE TECHNIQUES IN MANAGEMENT02631 27
*PREREQUISITE   MODULE 2630                                                 02631 28
*EXPERIENCE     1. THE TRAINEE IS ASSIGNED TO OBSERVE AND TO INSTRUCT A     02631 11
                CLASS IN THE FIELD.  2. THE TEACHER UTILIZES HENDERSON≤S    02631 12
                INFLUENCE TECHNIQUES INSTRUMENT-MANAGEMENT TO CLASSIFY THE02631 13
                VERBAL BEHAVIOR OF THE TRAINEE AS HE INSTRUCTS THE PUPILS   02631 14
                ACCORDING TO A PREPARED LESSON PLAN.  3. THIS SYSTEMATIC    02631 15
                OBSERVATION SHOULD BE AT LEAST 1/2 HOUR IN LENGTH.  AS THE02631 16
                OBSERVATION IS TAKING PLACE, THE CLASS SESSION IS VIDEO-    02631 17
                TAPED.  4. THE TEACHER AND THE TRAINEE USE THE INFLUENCE    02631 18
                TECHNIQUES INSTRUMENT-MANAGEMENT AND THE VIDEO-TAPE TO      02631 19
                ANALYZE THE TRAINEE≤S VERBAL BEHAVIOR IN THE CLASSROOM AND02631 20
                COMPARE THIS BEHAVIOR TO THE TEACHER≤S IN THE PREVIOUS      02631 21
```

```
               MODULE.  5. THE INSTRUCTOR WILL ALSO PROVIDE FEEDBACK ON   02631 22
               THIS PRACTICE TEACHING EXERCISE.                           02631 23
*SETTING       SMALL GROUP ≥1-12 STUDENTS†  SCHOOL                        02631 10
*LEVEL         ALL GRADES                                                 02631  9
*GENERAL       ALL CANDIDATES                                             02631  7
*MATERIALS     1, TEACHER AND CLASS IN THE FIELD TO BE OBSERVED,          02631  5
               2, VIDEO-TAPE EQUIPMENT,  3. COPIES OF HENDERSON≤S         02631
               INFLUENCE TECHNIQUES INSTRUMENT-MANAGEMENT.                02631
*HOURS         1                                                          02631  6
*EVALUATION    INSTRUCTOR≤S JUDGMENT,                                     02631 29
*FILE          BLANK                                                      02631
```

```
*OBJECTIVES    1, TO BE ABLE TO SYSTEMATICALLY OBSERVE TEACHING AS THE    02632 20
               MANIPULATION OF INSTRUCTIONAL VARIABLES.  2. TO BE ABLE TO02632 21
               UTILIZE SYSTEMATIC OBSERVATIONS OF TEACHING IN IMPROVING   02632 22
               CLASSROOM INTERACTION,                                     02632 23
*PREREQUISITE 2631                                                        02632 24
*EXPERIENCE    1, THE TRAINEE IS ASSIGNED TO OBSERVE A CLASSROOM IN THE   02632 11
               FIELD,  2, THE TRAINEE UTILIZES HENDERSON≤S INFLUENCE      02632 12
               TECHNIQUES INSTRUMENT--MOTIVATION TO CLASSIFY THE VERBAL   02632 13
               BEHAVIOR OF THE TEACHER,  3. THIS SYSTEMATIC OBSERVATION   02632 14
               SHOULD BE AT LEAST ONE HOUR IN LENGTH.  AS THE OBSERVATION02632 15
               IS TAKING PLACE, THE CLASS SESSION IS VIDEO-TAPED.  4. THE02632 16
               TEACHER AND THE TRAINEE USE THE INFLUENCE TECHNIQUES       02632 17
               INSTRUMENT AND THE VIDEO-TAPE TO ANALYZE THE TEACHER≤S     02632 18
               VERBAL BEHAVIOR.                                           02632 19
*SETTING       SMALL GROUP ≥1-12 STUDENTS†  SCHOOL                        02632 10
*MATERIALS     1, TEACHER AND CLASS IN THE FIELD TO BE OBSERVED.          02632  5
               2, VIDEO-TAPE EQUIPMENT,  3. COPIES OF HENDERSON≤S         02632
               INFLUENCE TECHNIQUES INSTRUMENT--MOTIVATION.               02632
*LEVEL         ALL GRADES                                                 02632  8
*GENERAL       ALL CANDIDATES                                             02632  7
*HOURS         2                                                          02632  6
*EVALUATION    INSTRUCTOR≤S JUDGMENT,                                     02632 25
*FILE          CLINICAL  BEHAVIORAL STRATEGIES  HENDERSON≤S INFLUENCE     02632  9
               TECHNIQUES                                                 02632
```

```
*OBJECTIVES    1, TO BE ABLE TO SYSTEMATICALLY OBSERVE TEACHING AS THE    02633 24
               MANIPULATION OF INSTRUCTIONAL VARIABLES,  2. TO BE ABLE    02633 25
               TO UTILIZE THE SYSTEMATIC OBSERVATIONS OF TEACHING IN      02633 26
               IMPROVING THE TEACHER≤S INFLUENCE TECHNIQUES IN            02633 27
               MOTIVATION,                                                02633 28
*PREREQUISITE 2632                                                        02633 29
*EXPERIENCE    1, THE TRAINEE IS ASSIGNED TO OBSERVE AND TO INSTRUCT A    02633 11
               CLASS IN THE FIELD.  2. THE TEACHER UTILIZES HENDERSON≤S   02633 12
               INFLUENCE TECHNIQUES INSTRUMENT--MOTIVATION TO CLASSIFY    02633 13
               THE VERBAL BEHAVIOR OF THE TRAINEE AS HE INSTRUCTS THE     02633 14
               PUPILS ACCRODING TO A PREPARED LESSON PLAN.  3. THIS       02633 15
               SYSTEMATIC OBSERVATION SHOULD BE AT LEAST 1/2 HOUR IN      02633 16
               LENGTH,  AS THE OBSERVATION IS TAKING PLACE, THE CLASS     02633 17
               SESSION IS VIDEO*TAPED.  4. THE TEACHER AND TRAINEE USE    02633 18
               THE INFLUENCE TECHNIQUES INSTRUMENT=-MOTIVATION AND THE    02633 19
               VIDEO-TAPE TO ANALYZE THE TRAINEE≤S VERBAL BEHAVIOR IN     02633 20
               THE CLASSROOM AND COMPARE THIS BEHAVIOR TO THE TEACHER≤S   02633 21
               IN THE PREVIOUS MODULE.  5. THE INSTRUCTOR WILL ALSO       02633 22
               PROVIDE FEEDBACK ON THIS PRACTICE TEACHING EXERCISE.       02633 23
*SETTING       SMALL GROUP ≥1-12 STUDENTS†  SCHOOL                        02633 10
*MATERIALS     1, TEACHER AND CLASS IN THE FIELD TO BE OBSERVED.          02633  5
               2, VIDEO-TAPE EQUIPMENT,  3. COPIES OF HENDERSON≤S         02633
               INFLUENCE TECHNIQUES INSTRUMENT--MOTIVATION.               02633
*LEVEL         ALL GRADES                                                 02633  8
*GENERAL       ALL CANDIDATES                                             02633  7
*HOURS         1                                                          02633  6
*EVALUATION    INSTRUCTOR≤S JUDGMENT.                                     02633 30
*FILE          CLINICAL  BEHAVIORAL STRATEGIES  HENDERSON≤S INFLUENCE     02633  9
               TECHNIQUES.                                                02633
```

```
*OBJECTIVES    1. TO BE ABLE TO SYSTEMATICALLY OBSERVE TEACHING AS THE    02634 19
               MANIPULATION OF INSTRUCTIONAL VARIABLES.  2. TO BE AWARE   02634 20
               OF THE NECESSITY FOR SYSTEMATICALLY OBSERVING TEACHING IN  02634 21
               ORDER TO IMPROVE CLASSROOM COMMUNICATIONS.                 02634 22
*PREREQUISITE  2633                                                       02634 23
*EXPERIENCE    1. THE TRAINEE IS GIVEN A COPY OF BELLACK≤S COMMUNICATION  02634 11
               CLASSIFICATION. AN EXPLANATION OF THE INTENT OF THE        02634 12
               INSTRUMENT AND DEFINITIONS OF EACH ITEM.  2. THE TRAINEE   02634 13
               IS TO STRUCTURE FIVE HYPOTHETICAL EXAMPLES OF CLASSROOM    02634 14
               BEHAVIOR FOR EACH ITEM.  3. HE IS THEN TO VIEW TAPES OF    02634 15
               MICRO-TEACHING EPISODES TO BECOME FAMILIAR WITH THE        02634 16
               UTILIZATION OF THE INSTRUMENT IN A CLASSROOM SITUATION.    02634 17
               4. THE INSTRUCTOR WILL PROVIDE FEEDBACK ON THIS EXERCISE.  02634 18
*SETTING       INDEPENDENT  COLLEGE                                       02634 10
*MATERIALS     1. VIDEO-TAPES OF MICRO-TEACHING EPISODES.  2. COPIES OF   02634  5
               BELLACK≤S COMMUNICATION OF MEANING INSTRUMENT. AN          02634
               EXPLANATION OF THE INTENT OF THE INSTRUMENT AND            02634
               DEFINITIONS OF EACH ITEM.                                  02634
*LEVEL         ALL GRADES                                                 02634  8
*GENERAL       ALL CANDIDATES                                             02634  7
*HOURS         3                                                          02634  6
*EVALUATION    INSTRUCTOR≤S JUDGMENT.                                     02634 24
*FILE          CLINICAL  BEHAVIORAL STRATEGIES  BELLACK≤S COMMUNICATION   02634  9
               CLASSIFICATION                                             02634
```

```
*OBJECTIVES    1. TO BE ABLE TO SYSTEMATICALLY OBSERVE TEACHING AS THE    02635 19
               MANIPULATION OF INSTRUCTIONAL VARIABLES.  2. TO BE ABLE    02635 20
               TO UTILIZE SYSTEMATIC OBSERVATIONS OF TEACHING IN          02635 21
               IMPROVING CLASSROOM COMMUNICATIONS.                        02635 22
*PREREQUISITE  MODULE 2634                                                02635 23
*EXPERIENCE    1. THE TRAINEE IS ASSIGNED TO OBSERVE A CLASSROOM IN THE   02635 11
               FIELD.  2. THE TRAINEE UTILIZES BELLACK≤S COMMUNICATION    02635 12
               CLASSIFICATION TO CLASSIFY THE VERBAL BEHAVIOR OF THE      02635 13
               TEACHER.  3. THIS SYSTEMATIC OBSERVATION SHOULD BE AT      02635 14
               LEAST ONE HOUR IN LENGTH.  AS THE OBSERVATION IS TAKING    02635 15
               PLACE, THE CLASS SESSION IS VIDEO-TAPED.  4. THE TEACHER   02635 16
               AND THE TRAINEE USE THE INSTRUMENT AND THE VIDEO-TAPE TO   02635 17
               ANALYZE THE TEACHER≤S VERBAL BEHAVIOR.                     02635 18
*SETTING       SMALL GROUP ≥1-12 STUDENTS*  SCHOOL                        02635 10
*MATERIALS     1. TEACHER AND CLASS TO BE OBSERVED.  2. VIDEO-TAPE        02635  5
               EQUIPMENT.  3. COPIES OF BELLACK≤S COMMUNICATIONS          02635
               CLASSIFICATION.                                            02635
*LEVEL         ALL GRADES                                                 02635  8
*GENERAL       ALL CANDIDATES                                             02635  7
*HOURS         2                                                          02635  6
*EVALUATION    INSTRUCTOR≤S JUDGMENT.                                     02635 24
*FILE          CLINICAL  BEHAVIORAL STRATEGIES  BELLACK≤S COMMUNICATION   02635  9
               CLASSIFICATION                                             02635
```

```
*OBJECTIVES    1, TO BE ABLE TO SYSTEMATICALLY OBSERVE TEACHING AS THE    02636 24
               MANIPULATION OF INSTRUCTIONAL VARIABLES,  2. TO BE ABLE TO02636 25
               UTILIZE THE SYSTEMATIC OBSERVATIONS OF TEACHING IN         02636 26
               IMPROVING CLASSROOM COMMUNICATIONS AND TEACHING STRATEGY.  02636 27
*PREREQUISITE 2635                                                        02636 28
*EXPERIENCE    1, THE TRAINEE IS ASSIGNED TO OBSERVE AND TO INSTRUCT A    02636 11
               CLASS IN THE FIELD.  2. THE TEACHER UTILIZES BELLACK≤S     02636 12
               COMMUNICATIONS CLASSIFICATION TO CLASSIFY THE VERBAL       02636 13
               BEHAVIOR OF THE TRAINEE AS HE INSTRUCTS THE PUPILS         02636 14
               ACCORDING TO A PREPARED LESSON PLAN,  3. THIS SYSTEMATIC   02636 15
               OBSERVATION SHOULD BE AT LEAST 1/2 HOUR IN LENGTH.  AS     02636 16
               THE OBSERVATION IS TAKING PLACE, THE CLASS SESSION IS      02636 17
               VIDEO-TAPED.  4. THE TEACHER AND THE TRAINEE USE THE       02636 18
               COMMUNICATIONS CLASSIFICATION AND THE VIDEO-TAPE TO        02636 19
               ANALYZE THE TRAINEE≤S VERBAL BEHAVIOR IN THE CLASSROOM     02636 20
               AND COMPARE THIS BEHAVIOR TO THE TEACHER≤S IN THE PREVIOUS02636 21
               MODULE.  5. THE INSTRUCTOR WILL ALSO PROVIDE FEEDBACK ON   02636 22
               THIS PRACTICE TEACHING EXERCISE.                           02636 23
*SETTING       SMALL GROUP ≥1-12 STUDENTS+  SCHOOL                        02636 10
*MATERIALS     1, TEACHER AND CLASS IN THE FIELD TO BE OBSERVED,          02636  5
               2, VIDEO-TAPE EQUIPMENT,  3. COPIES OF BELLACK≤S           02636
               COMMUNICATIONS CLASSIFICATION,                             02636
*LEVEL         ALL GRADES                                                 02636  8
*GENERAL       ALL CANDIDATES                                             02636  7
*HOURS         1                                                          02636  6
*EVALUATION    INSTRUCTOR≤S JUDGMENT.                                     02636 29
*FILE          CLINICAL  BEHAVIORAL STRATEGIES  BELLACK≤S COMMUNICATION   02636  9
               CLASSIFICATION,                                            02636
```

```
*OBJECTIVES    1, TO BE ALBE TO SYSTEMATICALLY OBSERVE TEACHING AS THE    02637 20
               MANIPULATION OF INSTRUCTIONAL VARIABLES.  2. TO BE AWARE   02637 21
               OF THE NECESSITY FOR SYSTEMATICALLY OBSERVING TEACHING     02637 22
               IN ORDER TO IMPROVE CLASSROOM INTERACTION,                 02637 23
*PREREQUISITE 2636                                                        02637 24
*EXPERIENCE    1, THE TRAINEE IS GIVEN A COPY OF GUILFORD≤S ANALYSIS OF   02637 11
               THE TYPES OF CONTENT, AN EXPLANATION OF THE INTENT OF THE  02637 12
               CLASSIFICATION AND DEFINITIONS OF EACH ITEM.  2. THE       02637 13
               TRAINEE IS TO STRUCTURE FIVE HYPOTHETICAL EXAMPLES OF      02637 14
               CLASSROOM BEHAVIOR OF EACH ITEM.  3, HE IS THEN TO VIEW    02637 15
               TAPES OF MICRO-TEACHING EPISODES TO BECOME FAMILIAR WITH   02637 16
               THE UTILIZATION OF THE CLASSIFICATION IN A CLASSROOM       02637 17
               SITUATION,  4, THE INSTRUCTOR WILL PROVIDE FEEDBACK ON     02637 18
               THIS EXERCISE,                                             02637 19
*SETTING       INDEPENDENT  SCHOOL                                        02637 10
*MATERIALS     1, VIDEO-TAPES OF MICRO-TEACHING EPISODES,  2. COPIES OF   02637  5
               GUILFORD≤S ANALYSIS OF THE TYPES OF CONTENT, AN            02637
               EXPLANATION OF THE INTENT OF THE CLASSIFICATION AND        02637
               DEFINITIONS OF EACH ITEM                                   02637
*LEVEL         ALL GRADES                                                 02637  8
*GENERAL       ALL CANDIDATES                                             02637  7
*HOURS         3-4                                                        02637  6
*EVALUATION    INSTRUCTOR≤S JUDGMENT,                                     02637 25
*FILE          CLINICAL  BEHAVIORAL STRATEGIES  GUILFORD≤S STRUCTURE OF   02637
               INTELLECT,                                                 02637
```

```
*OBJECTIVES    1, TO BE ABLE TO SYSTEMATICALLY OBSERVE TEACHING AS THE    02638 20
               MANIPULATION OF INSTRUCTIONAL VARIABLES.  2. TO BE ABLE    02638 21
               TO UTILIZE SYSTEMATIC OBSERVATIONS OF TEACHING IN          02638 22
               IMPROVING CLASSROOM INTERACTION AND STRATEGIES.            02638 23
*PREREQUISITE 2637                                                        02638 24
```

```
*EXPERIENCE     1, THE TRAINEE IS ASSIGNED TO OBSERVE A CLASSROOM IN THE  02638 11
                FIELD,  2, THE TRAINEE UTILIZES GUILFORD≤S ANALYSIS OF THE02638 12
                TYPES OF CONTENT TO CLASSIFY THE VERBAL BEHAVIOR OF THE   02638 13
                TEACHER,  3, THIS SYSTEMATIC OBSERVATION SHOULD BE AT     02638 14
                LEAST ONE HOUR IN LENGTH.  AS THE OBSERVATION IS TAKING   02638 15
                PLACE, THE CLASS SESSION IS VIDEO-TAPED,  4. THE TEACHER  02638 16
                AND THE TRAINEE USE THE ANALYSIS OF THE TYPES OF CONTENT  02638 17
                AND THE VIDEO-TAPE TO ANALYZE THE TEACHER≤S VERBAL        02638 18
                BEHAVIOR-                                                 02638 19
*SETTING        SMALL GROUP ≥1-12 STUDENTS+  SCHOOL                       02638 10
*MATERIALS      1, TEACHER AND CLASS IN THE FIELD TO BE OBSERVED,         02638  5
                2, VIDEO-TAPE EQUIPMENT,  3. COPIES OF GUILFORD≤S         02638
                ANALYSIS OF THE TYPES OF CONTENT,                         02638
*LEVEL          ALL GRADES                                                02638  8
*GENERAL        ALL CANDIDATES                                            02638  7
*HOURS          3                                                         02638  6
*EVALUATION     INSTRUCTOR≤S JUDGMENT,                                    02638 25
*FILE           CLINICAL  BEHAVIORAL STRATEGIES  GUILFORD≤S STRUCTURE OF  02638  9
                INTELLECT,                                                02638
```

```
*OBJECTIVES     1, TO BE ABLE TO SYSTEMATICALLY OBSERVE TEACHING AS THE   02639 24
                MANIPULATION OF INSTRUCTIONAL VARIABLES,  2. TO BE ABLE TO02639 25
                UTILIZE THE SYSTEMATIC OBSERVATIONS OF TEACHING IN        02639 26
                IMPROVING CLASSROOM INTERACTION AND STRATEGIES.           02639 27
*PREREQUISITE 2638                                                        02639 28
*EXPERIENCE     1, THE TRAINEE IS ASSIGNED TO OBSERVE AND TO INSTRUCT A   02639 11
                CLASS IN THE FIELD.  2. THE TEACHER UTILIZES GUILFORD≤S   02639 12
                ANALYSIS OF THE TYPES OF CONTENT TO CLASSIFY THE VERBAL   02639 13
                BEHAVIOR OF THE TRAINEE AS HE INSTRUCTS THE PUPILS        02639 14
                ACCORDING TO A PREPARED LESSON PLAN,  3, THIS SYSTEMATIC  02639 15
                OBSERVATION SHOULD BE AT LEAST 1/2 HOUR IN LENGTH.  AS THE02639 16
                OBSERVATION IS TAKING PLACE, THE CLASS SESSION IS VIDEO-  02639 17
                TAPED,  4, THE TEACHER AND THE TRAINEE USE THE ANALYSIS   02639 18
                OF THE TYPES OF CONTENT AND THE VIDEO-TAPE TO ANALYZE THE 02639 19
                TRAINEE≤S VERBAL BEHAVIOR IN THE CLASSROOM AND COMPARE    02639 20
                THIS BEHAVIOR TO THE TEACHER≤S IN THE PREVIOUS MODULE.    02639 21
                5, THE INSTRUCTOR WILL ALSO PROVIDE FEEDBACK ON THIS      02639 22
                PRACTICE TEACHING EXERCISE.                               02639 23
*SETTING        SMALL GROUP ≥1-12 STUDENTS,  SCHOOL                       02639 10
*MATERIALS      1, TEACHER AND CLASS IN THE FIELD TO BE OBSERVED,         02639  5
                2, VIDEO-TAPE EQUIPMENT,  3. COPIES OF GUILFORD≤S ANALYSIS02639
                OF THE TYPES OF CONTENT.                                  02639
*LEVEL          ALL GRADES                                                02639  8
*GENERAL        ALL CANDIDATES                                            02639  7
*HOURS          1                                                         02639  6
*EVALUATION     INSTRUCTOR≤S JUDGMENT,                                    02639 29
*FILE           CLINICAL  BEHAVIORAL STRATEGIES  GUILFORD≤S STRUCTURE OF  02639  9
                INTELLECT,                                                02639
```

```
*OBJECTIVES     TO BECOME AWARE OF HOW LITTLE IS OBSERVED WHEN OBSERVATION02640 16
                IS UNSYSTEMATIC,                                          02640 17
*PREREQUISITE NONE                                                        02640 18
*EXPERIENCE     1, THE TRAINEE IS ASSIGNED TO OBSERVE AN ACTUAL CLASSROOM 02640 11
                FOR ONE HOUR.  2. THE TRAINEE IS TO REPORT TO HIS FELLOW  02640 12
                TRAINEES ON THE EMOTIONAL CLIMATE OF THE CLASSROOM HE     02640 13
                OBSERVED.  BEFORE GOING INTO THE CLASSROOM, THE TRAINEE   02640 14
                IS NOT TOLD TO ATTEND TO EMOTIONAL CLIMATE.               02640 15
*SETTING        LARGE GROUP  OTHER ≥SPECIFY, CLASSROOM  SCHOOL            02640 10
*MATERIALS      BLANK                                                     02640  5
```

```
*LEVEL         ALL GRADES                                             02640  8
*GENERAL       ALL CANDIDATES                                         02640  7
*HOURS         2                                                      02640  6
*EVALUATION    INSTRUCTOR JUDGMENT                                    02640 19
*FILE          OBSERVATION  EMOTIONAL CLIMATE  FIELD                  02640  9

*OBJECTIVES    TO BECOME AWARE OF HOW LITTLE IS OBSERVED WHEN OBSERVATION02641 18
               IS UNSYSTEMATIC.                                       02641 19
*PREREQUISITE  2640                                                   02641 20
*EXPERIENCE    1, THE TRAINEE RETURNS TO HIS ASSIGNED CLASSROOM FOR ONE 02641 11
               HOUR.  THIS TIME, HOWEVER, HE IS TOLD IN ADVANCE THAT HE 02641 12
               IS TO ATTEND TO EMOTIONAL CLIMATE.  2. THE TRAINEE IS TO 02641 13
               REPORT TO HIS FELLOW TRAINEES ON THE EMOTIONAL CLIMATE OF 02641 14
               THE CLASSROOM HE OBSERVES,  3. THE INSTRUCTOR WILL       02641 15
               QUESTION THE TRAINEE REGARDING THE EVIDENCE HE HAS FOR HIS02641 16
               EVALUATION OF EMOTIONAL CLIMATE.                       02641 17
*SETTING       LARGE GROUP  OTHER ≥SPECIFY, CLASS  SCHOOL             02641 10
*MATERIALS     BLANK                                                  02641  5
*LEVEL         ALL GRADES                                             02641  8
*GENERAL       ALL CANDIDATES                                         02641  7
*HOURS         2                                                      02641  6
*EVALUATION    INSTRUCTOR JUDGMENT                                    02641 21
*FILE          OBSERVE  EMOTIONAL CLIMATE  PREPARED                   02641  9

*OBJECTIVES    TO BECOME AWARE OF HOW MUCH CAN BE OBSERVED WHEN       02642 25
               OBSERVATION IS SYSTEMATIC.                             02642 26
*PREREQUISITE  2641                                                   02642 27
*EXPERIENCE    1, THE TRAINEE RETURNS TO HIS ASSIGNED CLASSROOM FOR ONE 02642 11
               HOUR.  THIS TIME THE TRAINEE TAKES WITH HIM AN INSTRUMENT 02642 12
               DESIGNED TO EVALUATE EMOTIONAL CLIMATE.  THE INSTRUMENT  02642 13
               WILL BE AN ADAPTATION OF THE EMOTIONAL CLIMATE SECTION OF 02642 14
               THE CLASSROOM OBSERVATION CODE DIGEST USED BY CORNELL,   02642 15
               LINDVALL, AND SAUPE.  IT WILL CONSIST OF A LIST OF PUPIL 02642 16
               AND TEACHER BEHAVIORS WHICH REFLECT EMOTIONAL CLIMATE AND 02642 17
               THE TRAINEE WILL CHECK EACH BEHAVIOR THAT HE OBSERVES.   02642 18
               2, THE TRAINEE IS TO REPORT TO HIS CLASSMATES ON THE     02642 19
               EMOTIONAL CLIMATE OF THE CLASSROOM HE OBSERVED.  HE IS TO 02642 20
               USE THE DATA HE GATHERED AS EVIDENCE FOR THE DESCRIPTION 02642 21
               HE PRESENTS,  THE INSTRUCTOR WILL PROVIDE THE TRAINEE WITH02642 22
               FEEDBACK REGARDING THE INCREASING ACCURACY OF HIS        02642 23
               SUCCESSIVE REPORTS.                                    02642 24
*SETTING       LARGE GROUP  OTHER ≥SPECIFY, CLASS                     02642 10
*MATERIALS     INSTRUMENT                                             02642  5
*LEVEL         ALL GRADES                                             02642  8
*GENERAL       ALL CANDIDATES                                         02642  7
*HOURS         3                                                      02642  6
*EVALUATION    INSTRUCTOR JUDGMENT.                                   02642 28
*FILE          OBSERVE  EMOTIONAL CLIMATE  INSTRUMENT                 02642  9

*OBJECTIVES    TO TRANSLATE OBSERVATIONS OF BEHAVIOR INTO RECOMMENDATIONS02643 18
               FOR BEHAVIOR.                                          02643 19
*PREREQUISITE  MODULE 2642                                            02643 20
*EXPERIENCE    1, THE TRAINEE IS TO TRANSLATE THE OBSERVATIONS HE MADE  02643 11
               IN 2642 INTO CONCRETE PROPOSALS FOR IMPROVING HIS OWN    02643 12
               TEACHING.  HE IS TO WRITE A REPORT SHOWING HOW SYSTEMATIC 02643 13
               OBSERVATIONS OF HIS OWN TEACHING BEHAVIOR CAN BE USED TO 02643 14
               FORMULATE RECOMMENDATIONS FOR IMPROVING HIS TEACHING,    02643 15
               2, THE INSTRUCTOR WILL DISCUSS THE REPORT WITH THE TRAINEE02643 16
```

```
             AND PROVIDE HIM WITH FEEDBACK.                              02643 17
*SETTING     INDEPENDENT  SCHOOL                                         02643 10
*MATERIALS   BLANK                                                       02643  5
*LEVEL       ALL GRADES                                                  02643  8
*GENERAL     ALL CANDIDATES                                              02643  7
*HOURS       2                                                           02643  6
*EVALUATION  INSTRUCTOR JUDGMENT.                                        02643 21
*FILE        OBSERVE REPORT  EMOTIONAL CLIMATE  IMPROVED TEACHING        02643  9
```

THE SIMULATION LABORATORY

In this program model, simulation materials and equipment are primarily constructed around television recording equipment to be augmented over time by an expanding set of motion-picture cartridge materials and other appropriate equipment. The known and tested uses of television recording, as specified in the clinical teaching experience sequence and the "self-other" experiences, thoroughly justify a substantial investment in television recording and Super-8 film cartridge equipment. The development plan calls for continually selecting TVR episodes which should be made available (via cartridge films) to more trainees. Thus, over time, the use of TVR would become more restricted to those experiences wherein visualized feedback (mirroring) is vital. The use of motion picture forms of simulated experiences and simulated tasks would increase. It is also expected that commercial sources will significantly increase the variety and quality of materials suitable for the clinical simulations as projects such as the Indiana University INSITE (Instructional Systems in Teacher Education) mature.[13]

Particular acknowledgment is made of the role played by Dwight W. Allen and his colleagues at Stanford University in the development of the concept and methodology of micro-teaching.[14] The lack of materials for simulation in teacher training has been significantly offset by the development of this semi-simulated procedure which depends less on pre-existing materials (software) than it does on the hardware configuration (suitable for recording any given small-group instructional task). The versatility of micro-teaching makes us very hopeful for its continued development and expanded usefulness in the program model.

---

[13] Arthur H. Rice, Four Years of INSITE. (Bloomington, Indiana: Indiana University, School of Education, Undated.)

[14] D. W. Allen, Micro-Teaching: A Description. Stanford California: Stanford University, School of Education, 1966)

An excellent summary of the basic idea and procedure involved in micro-teaching is given in Professor Perlberg's paper for the American Society of Engineering Education.

> Micro-teaching is a teaching encounter scaled down in class size and time. Micro-class size is usually three to six students and includes a five-to twenty-minute lesson. The purpose of micro-teaching is to provide prospective student teachers with a substantial amount of actual teaching practice preceding their entrance into student teaching in their assigned school. This is done with optimum control and evaluation procedures without jeopardizing the learning of regular classroom pupils. The micro-teaching process takes place usually in "teaching laboratories." The student teaches micro-lessons to micro-groups, practicing mainly with a specific skill for each lesson, such as the ability to lecture, ask questions, lead a discussion, demonstrate, etc.

The lesson is taped and the student teacher views the tape immediately after the presentation. He analyzes his performance with the aid of a supervisor's critique and written feedback on an evaluation questionnaire completed by the students in the laboratory classroom. In some cases, he plans an "improved" version of the same lesson and re-teaches it immediately to another micro-laboratory class. In other cases, he will re-teach the lesson after a few days.[15]

Further suggestions and reservations about the use of television in teacher education are provided by the AACTE volume Teacher Education and the New Media.[16]

SELF-OTHER AFFECTIVE DEVELOPMENTS

Teaching teachers to care and to love has been an elusive problem. The art of teaching seems to depend heavily upon the capability of the teacher to relate warmly to others. A self-other relationship of trust and confidence rests upon empathy and compassion. It is not enough to be able to react sympthetically; the teacher must have enough security and self-understanding that he is neither easily threatened nor easily frustrated. Training toward these capacities has, at best, been intuitively attacked through methods more commendable for their good intentions than for their predictable results.

---

[15] Arye Perlberg and David C. O'Bryant, "Video Recordings and Micro-Teaching Techniques to Improve Engineering Instruction". (Paper presented to American Society for Engineering Education, Los Angelos, 1968.)

[16] H. Schueler, C. S. Lesser and A. L. Bobbins, Teacher Education and the New Media. (Washington, D. C.: American Association of Colleges for Teacher Education, 1967).

The following discussion concerns an application of procedures originally developed and extensively tested in the area of counselor training that holds important promise for effectiveness in the self-other relationship development needed in teacher education. The use of television to present simulated encounters and to provide feedback to the trainee concerning his own behaviors under the simulated conditions constitutes a relatively inexpensive and highly potent use of this important medium.

INTERPERSONAL PROCESS PHASE

Methods have been developed and validated[17] at Michigan State University which significantly improve the ability of educators to communicate effectively with pupils and adults. This phase of the program model is based largely on those methods, though not limited to them. Where appropriate the methods are used in their original (i. e. validated) form. Where variations seem to be appropriate they are employed but without changing the essential nature of the methods and so, in all likelihood, not changing their validity.

The experiences described are divided into three major areas: 1) The Teacher Trainee as a Mature Adult, 2) New Experiences, and 3) The Mature Adult as a Teacher. Each experience builds on knowledge and skills presumed to have been learned in a preceding experience. The experiences are to teach the trainee to be more aware of his typical reactions to others; to improve his ability to relate to others; to make him a generally more mature person, better acquainted with and more capable of dealing with many different kinds of people of all ages; to be able to present himself to students as a wordly-wise, secure, mature model of adulthood; and to help him to recognize quickly and understand clearly the cognitive and affective impact he has on those he teaches, the impact they have on him and to be able to adjust his behavior accordingly. These are the goals of this aspect of the program model.

---

[17] Results of controlled studies are reported in, Kagan & Krathwohl, Studies in Human Interaction, 1967, Michigan State University; which research was performed pursuant to a grant with the office of Education, U. S. Department of Health Education and Welfare (Grant No. OE 7- 32-0410-270).

In other areas of the program model the trainee will have learned a good deal about various content areas. He will have learned how to present material to pupils so that they are likely to learn and to become excited about learning. The trainee will have learned much about typical and a typical child dynamics and development and about appropriate and effective activities for pupils of various ages, stages and conditions.

Trainees in all likelihood will not have learned to recognize and understand the kinds of interpersonal situations which they themselves have difficulty dealing with. They will not have learned to recognize their own ways of blocking out communication with others or their own ways of subjectively perceiving certain aspects of their environment. They may not have been given an opportunity in their own family, community or formal education to examine and deal with important general aspects of life around them. They will not have been given training in examining the unique effects they and the material they are presenting has on individual pupils and the impact individual pupils and classroom situations have on the teacher trainee. These important behaviors and skills for a teacher are developed in this area of the program model.

BASIC METHOD DESCRIPTION AND DEVELOPMENT

Since 1963 research sponsored in large part by the U. S. Office of Education, Department of Health Education and Welfare, has sought to determine the effectiveness of a specific method of using video technology for the solution of a variety of counselor education, teaching, learning and physician-patient problems. The methods and projects grew out of a general awareness that there are many situations where a counselor or a teacher seeks to have a beneficial effect on one or more persons. Surely they could do a better job if they could more accurately ascertain what the other person thinks and why he behaves as he does.

The counselor needs to understand better what the client really means by what he is saying, and teacher needs to understand better a pupil's dynamics to adjust his behavior accordingly. What

What means have psychologists and teachers used to probe man's internal state? They have used psychological tests which purport to measure relatively gross aspects of the subject's personal and interpersonal drives and patterns, but none that predict or explain the meanings and dynamics of a subject's behavior at a given moment in time or in a given encounter. For example, a counselor might be able to ascertain that a client has rather high dependency needs but he could not reliably interpret the meaning of the client's anger at a counselor on a given day or his coyness on another. The teacher knows that John's IQ is high but this does not necessarily help him understand John's apparent stupidity in learning a particular rule or principle. Psychological tests are helpful but a more precise means of interpreting specific and situational (e.g. classroom) behavior is needed.

This project initially grew out of this need to provide more accurate means of interpreting behavior. Clearly we needed to find better ways to gain knowledge about underlying thoughts and feeling in human interaction. Why not simply ask participants to introspect and report their own underlying motives, attitudes and feelings? Wundt was among the early introspectionists who trained people to report what was going on in their minds. But Wundt and others observed that many things are forgotten, that the subjects in general are unlikely to recall little more than the major details. They do not report things of which they were not conscious at the time they were undergoing the experience.

Because it is difficult for a person both to introspect and to interact with another person in a normal manner at the same time, we wondered if there was a way of permitting the mind to interact with a situation at one time and to introspect on the reaction at another time. We concluded that if we could give a subject enough cues to help him relive the experience, we could explore in depth later, the thoughts, feelings, changes in thoughts and feelings, meanings of various gestures and expressions, and when and what a student was learning at various points in the interaction.

Benjamin S. Bloom[18] and his associates (Bloom, 1954) studied classroom interaction by using audio tape recordings as the means of recreating the original situation. After audio-tape recording class discussion, individuals were called back and segments of the recorded discussion were replayed. The tape was stopped at what appeared to be significant points and the subject was asked to recall what was going through his mind at that point. The reports of these investigations suggested that the recordings aided many individuals in reliving their original experiences. The richness of detail in their reports led us to believe that this method had great promise. A student could report, for instance, that at the instant when the tape was stopped he happened to be gazing out the window and a red fire engine came cruising down the street. Recall instances of this kind, irrelevant to the main theme of the class lecture or discussion, added further credence to the belief that this method did indeed provoke rather accurate and detailed imagery of the previous events.

As we pondered the possibilities of using this method for our problem, it occurred to us that the likelihood of complete reliving of the experience would be increased if as much of the original experience as possible were presented to the subject. Video tape would permit us to provide the maximum number of verbal and nonverbal cues to the individual for recreating the original situation, and would allow immediate replay.

It also seemed possible that as we gained experience with the media we could train educators or clinicians to help a subject relive and report what he recalled. The immediate video tape replay with remote stop-start control, coupled with a person specially trained and experienced in helping a subject to relate his recalled thoughts and feelings, are the two dimensions which are the heart of our methodology. The name Interpersonal Process Recall (IPR) was coined to describe the process.

---

[18] Benjamin S. Bloom

Although several variations have since been developed, our initial experimentation was structured in the following manner: two people (teacher and pupil, counselor and client, or physician and patient; i. e. supervisor and supervisee) conduct an interview or session within a specially constructed video-tape installation in the College of Education. The sound proofed room looks like a counseling office with comfortable chairs and attractive end tables. The cameras are pre-set and unmanned so that a minimum of distraction exists. As the interview is enacted the two participants are videotape recorded on a "split-screen" with the head and torso, head-on view enlarged as much as the screen permits. Immediately after the session is concluded one of the participants leaves the room and a third person, the recall worker or "interrogator" who has had training in stimulating participant recall, enters the room and a playback of the session is conducted. Either the third person or the participant may stop the playback to discuss the participant's recalled thoughts and feelings and to elaborate meanings. The interrogation sessions are also recorded for subsequent study. (Cf. Fig. 1 and 2, photos 1, 2, 3, and 4)

Photo 1. -- The TV camera is behind the hole being pointed out. It is visible, but not obvious.

FIGURE 1

IPR ROOM

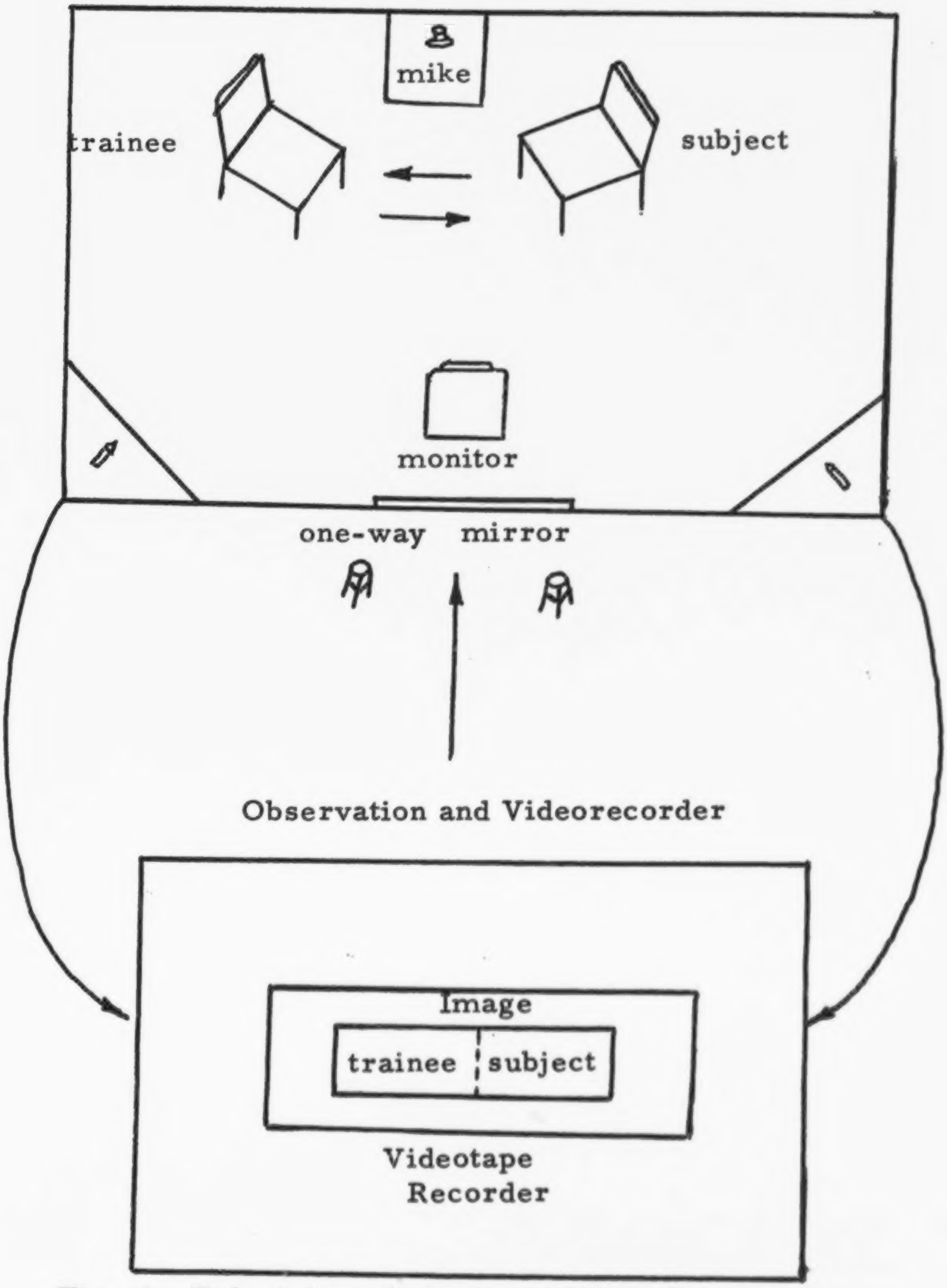

mike
trainee
subject
monitor
one-way mirror
Observation and Videorecorder
Image
trainee
subject
Videotape Recorder

Fig. 1: Televising of session yields split-screen videotape recording of participants interaction. The TV cameras are behind partitions in the corners of the studio, the TV monitor for playback is against the middle wall. Middle wall also contains one-way mirror so that interrogator may observe the session while it is being recorded

FIGURE 2

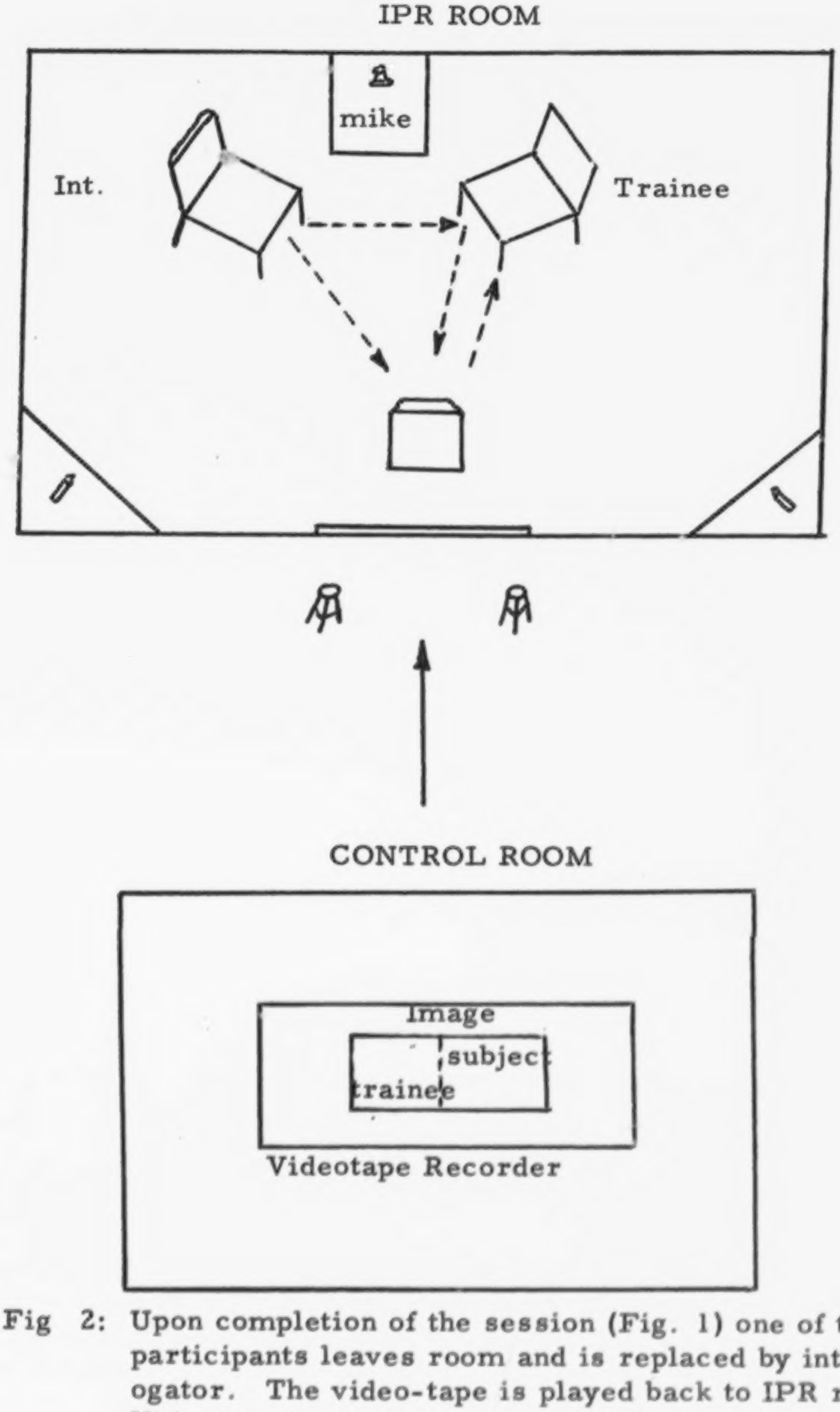

IPR ROOM
mike
Int.
Trainee
CONTROL ROOM
Image
subject
trainee
Videotape Recorder

Fig 2: Upon completion of the session (Fig. 1) one of the participants leaves room and is replaced by interrogator. The video-tape is played back to IPR room. Videotape is started and stopped by remote control switch by either interrogator or participant.

Photo 2. -- A counselor (left) and a student (right) are in position in the IPR studio and recall room. The microphone and telephone are between them.

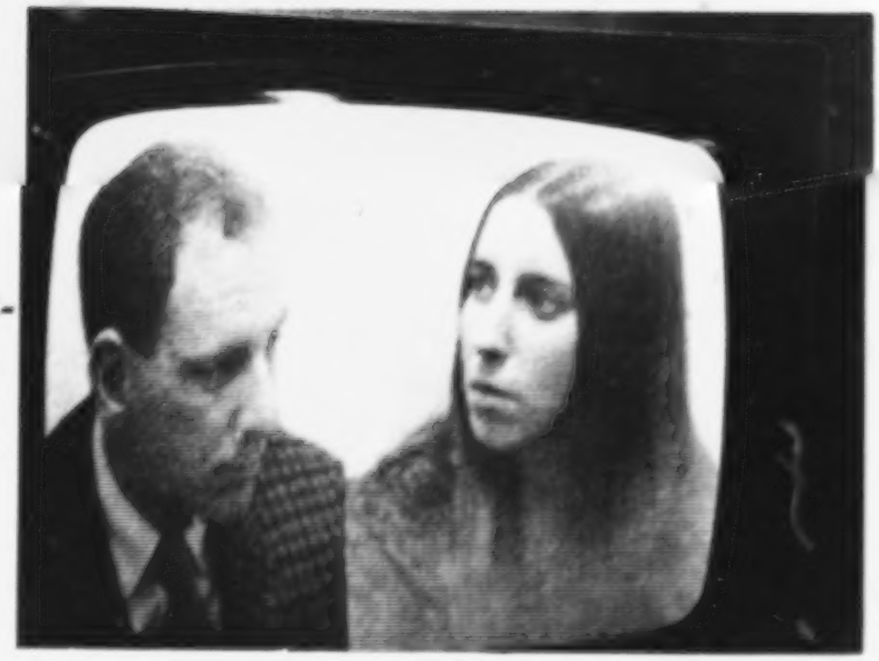


Photo 3. -- The split-screen image is shown as it appears on video tape.

Photo 4. -- the student and an interrogator are shown watching a replay. The box in the in the student's hand contains an "off-on" switch which controls the video tape recorder.

We believe that the introduction of a third person interrogator into the dyadic relationship to conduct the videotape recall sessions for one or, for special purposes, both of the participants is basic to obtaining significant data and learning from video recall.

The interrogator's function is to faciliate the participant's self-analysis of his underlying thoughts, feelings, images, expectations and general pattern of interaction in the original dyad -- it is not to establish another relationship like the one being reviewed. He tries to keep the participant's attention focused on the feelings or the content of the original relationship not on the interrogator. He helps the participant relive the original experience and talks only about what transpired then.

The subject needs to be encouraged to pay attention to the T.V. monitor as much as possible and to the third person interrogator as little as possible. The questions the interrogator asks are very brief to keep the participant focused on the T.V. monitor. Although practice and skill are needed by the interrogator to help the subject recognize his underlying feelings, he needs to structure carefully his relationship with the participant and act more like a clinical interrogator than like a counselor or a teacher. Because this third person must delimit his clinical function to actively probing the immediate past, we originally chose the name "interrogator" to describe his role. Usage of the term, despite its negative conotation, has persisted.

Interrogators who are most effective in assisting participants to recall and examination of thoughts and feelings are usually people who have themselves been though the process as participants. As one might expect, interrogators recruited from counselor education programs tend to encourage participant recall of affect; interrogators recruited from teacher education programs tend to focus more on recall of thought processes. Regardless of professional interest it appears that the effective interrogator must posses perceptive abilities and empathic qualities. As more experience with the process was gained clearer differentiation was made between the roles of teacher or counselor and interrogator.

First, the interrogator is not as concerned as the teacher or counselor with the total dynamics of the subject but rather with teaching the participant how to interrogate himself and how to gain insight through the "self-confronting" experience afforded by videotape. No attempt is made to relate the recalled thoughts and feelings to the participant's life in general. Only the relationship on videotape is studied, although major elements of the dynamics within that relationship are sought. Thus the interrogator usually encourages the participant to deal with basic recurring or persistent fears, thoughts, aspirations etc., rather than spend much of the interrogation session focusing in on one or two responses or gestures.

Second, whereas a teacher or counselor may ordinarily allow the subject freedom to "set the pace," the interrogator tends to "push" for greater clarity in describing and understanding specific behaviors. Since the interrogator has the videotaped behavior, he may choose to examine any response by asking the subject to stop the playback and to elaborate the meaning of a piece of behavior the interrogator considers important.

Through interrogation the participant can become intensely aware of his own behavior, thoughts and personal idiosyncracies. The more he examines himself in interaction, the more he may consciously choose to alter or redirect his behavior with others. It is the interrogator's function to create within the subject this "intense awareness of his own behavior" in one relationship. It is in the counseling or teaching relationship that the subject uses that "awareness" to enter a new relationship with the counselor or teacher or indeed to modify his total life patterns.

As experience with IPR interrogations was gained, it seemed to be helpful if subjects were given an explanation which might help them understand the purpose of the process, especially since helping participants to become self-interrogating seemed the most productive way to help them toward self-exploration and insight. At the beginning of each recall session, and repeated as necessary, the following assumptions are made explicit to subjects before recall is begun:

1. We know that the mind works faster than the voice.

2. As we talk with people, we think of things which are quite different from the things we are talking about. Everyone does this and there is no reason to feel embarrassed or to hesitate to "own up to it" when it does occur.

3. We know that as we talk to people, there are times when we like what they say and there are times when we are annoyed with what they say. There are times when we think they really understand us and there are times when we feel they have missed the point of what we are saying or really don't understand what we were feeling or how strongly we were feeling something.

4. There are also times when we are concerned about what the other person is thinking about us. Sometimes we want the other person to think about us in ways which he may not be.

5. If we ask you at this moment just when you felt the (teacher/counselor) understood or didn't understand

> your feelings, or when your mind "wandered" or when you were confused, or when you felt you were making a certain kind of impression on him, or when you were trying to say something and it came out quite differently from the way you wanted it to, it would probably be very difficult for you to remember. With this T.V. playback immediately after your session, you will find it possible to recall these thoughts and feelings in detail. Stop and start the playback by means of the switch as often as you remember your thoughts and feelings. The recorder is on remote control so that you are not troubling anyone no matter how often you stop and start the playback. As you remember thoughts and feelings, stop the tape and tell me what they were."

Subjects appear to differ widely in their abilities to engage in this process. While some become involved rather easily, others need to be prompted, for example, "I know that's what you said, but what were you feeling as you said it?"

The interrogator encourages the subject to talk about what he likes about his behavior in the original session as well as what he dislikes. The image the subject maintains or wants to maintain about himself often is revealed during the interrogation session. The interrogator may gradually expand the field of recall into subtler dynamics, "What did you want the other to think or feel about you?" Generally, this last "mirror image expectation" seems quite a fruitful area for recall, although it is also a difficult area for some people to deal with.

Subject involvement in the interrogation process, then, develops around:

1. His feelings - their origin and development within the session.

2. His thoughts - their origin and development within this session.

3. The way he sees himself - the things he likes, dislikes and fears about himself.

4. The way he would like the other to see him.

5. The way he believes the other actually does see him.

Thus the interaction between interrogator and subject is structured to enable the participant to become aware of his behavior in a dyadic relationship just previously conducted.

VARIATIONS EMPLOYED FOR TEACHER PREPARATION

The IPR technique described above provides a method in which a teacher trainee can learn about the impact he had on a pupil by observing or listening later to a recording of the pupil's recalled thoughts and feelings. Likewise the pupil learns much about his own behavior by reviewing a video playback with the help of an interrogator.

We observed that learning and practicing the role of interrogator seemed to help one learn to be more effective with others, especially when one is in a counselor-like role. One variation of the basic I P R technique is to encourage teacher trainees, at an appropriate stage in their training, to serve as interrogators in recall sessions with the subjects of other teaching trainees.

We found that teachers often "know" more about the dynamics and behavior of the student they had had a session with than one might have believed by watching the session. Although a number of other factors could be at work, this phenomenon is associated with the teacher's own early socialization. (e.g. " It isn't nice to confront or contradict someone, they may get angry...," or " I was afraid to take a chance, to trust my perception... ")

We often found it useful, especially early in the training process, to do recall with the teacher trainee. Often this process helped the neophyte recognize the ways in which he avoided dealing with important facets he knew were working and to plan more appropriate behaviors in the future. For example, typical beginning teacher conducts a very tense tutorial session in which he spoke rapidly, did not listen to or seem to understand the pupil's questions, and in which the pupil eventually seemed to give up trying to follow the rapid fire lecture. In recall the trainee looked at himself and said, "I'm scared - but I'm working so hard to keep from showing I'm scared that I'm not really listening to him--I'm so wound up in protecting myself from his seeing how scared I am--but, just look at me--anyone could tell I was scared stiff--he could too--I should have told him, maybe then at least, I wouldn't have had to devote so much energy to listening (and so unsuccessfully at that)." Recall with the trainee alone has thus become an important variation of the basic IPR process.

We found that it was possible for an interrogator to teach both participants (teacher and pupil) how to engage each other in more open direct communication. The interrogator conducts a recall session using a videotape depicting both participants. Both remain present but the teacher is asked to sit in the back of the room, out of the pupil's field of vision. Gradually the interrogator involves the teacher and "monitors" a new dialogue betwen the two participants so that they are encouraged through recall to honestly tell each other about the thoughts, feelings, and meaning behind their various statements and maneuvers in the recalled session. Once the teacher has been involved in active participation in the recall process, the interrogator suggests that he exchange seats with him. The recall session continues with the interrogator assuming less and less control. The new openness seems to promote subject growth under certain conditions of teacher readiness.

One of the most exciting variations we have developed combines IPR and simulation of interpersonal processes. This variation grew out of an attempt to make the IPR procedure more effective. The extent to which there is recall material which lends itself to the identification of subject interpersonal style or the solution of the subject's problem depends largely on the quality of the interview. In some instances the interviews are intense and contain a great deal of interaction about matters of concern to the participants, but in other instances the sessions may stay on the surface of a problem for some time and be very bland exchanges. Often during a dyadic session neither the trainee nor the pupil is face-to-face with threatening interpersonal relationships which are most difficult for him, so the recall session can not really deal with the full intensity of the client's difficulties in interpersonal relationships.

If a trainee was exposed to various kinds and degrees of emotional situations, if his reactions to these situations were videotaped, and if after each such exposure he was given the opportunity to view his behavior with an interrogator via IPR, could not the learning process be accelerated? Would not examples of the trainee's own reactions to a series of planned behaviors serve as a very potent stimulus for the exploration of behavior and affect? It occurred to us that confrontation by the trainee with his own videotaped reactions to a series of planned behaviors of another might serve as a sort of microscope on the type of affect elicited by that particular behavior of the other.

The first step was to determine through our previous experience with teacher trainees the most common kinds of concerns they had. We surveyed large numbers of teacher trainees to determine the kinds of classroom situations they felt they would be least able to cope with. We also determined the kind of adult-to-adult situations which were of concern to trainees.

The next step was to train professional adult actors and to select elementary and junior high school pupils to portray different types of affect with varing degrees of intensity, but to avoid use of words which indicate a specific situation or "story." Each "actor" was instructed to direct a particular emotion (rejection, affection, hostility, etc.) at an imaginary individual directly behind the camera lens so that the resultant image looks directly at the viewer. The adult actors were encouraged to individualy interpret the given emotion; they were not restricted to a written script but were told the kind of effect their behavior was to have on the viewer. (e.g., directions given to the actor for one acene were, "We want the person you are talking to to feel as if he has done something terrible to you. You are frightened of him, yet can no longer restrain the hurt you feel. Don't specifically state what has been done to you, only that something has been done to you by the viewer which has been very destructive to you.") The vignettes portray aggression (both hostility and affection) and fear of aggression hostility and affection. Each of the four emotions is portrayed in four to seven filmed scenes which can be used discrete entities, although they do progress from mild to very intense degrees of feeling for each emotion. The four emotions are:

1. Hostility -- the scenes have an "I reject you" tone, progressing in four separate scenes from a very subtle, tone in the first to an intense expression of hostility in the fourth.

2. Affection -- this series of five scenes proceeds from a warm, cordial acceptance to seductive overtures.

3. Fear of Hostility --this series portrays "You've rejected me, you've hurt me," beginning with a mildly hurt reaction and culminating in a scene where the actor indicates he is completely emotionally devastated by something the subject has said or done.

4. Fear of Affection --this series portrays "Please stay away, your overtures scare me," beginning with a smiling "no thank you" reaction and culminating in hysterical fear.

The children were given similar freedom but were encouraged to direct their statements to an imaginary teacher. Thus a Negro girl stares at the viewer and angrily challanges"... Teach, if you'r big enough to sit me down, you sit me down!"

FIGURE 3

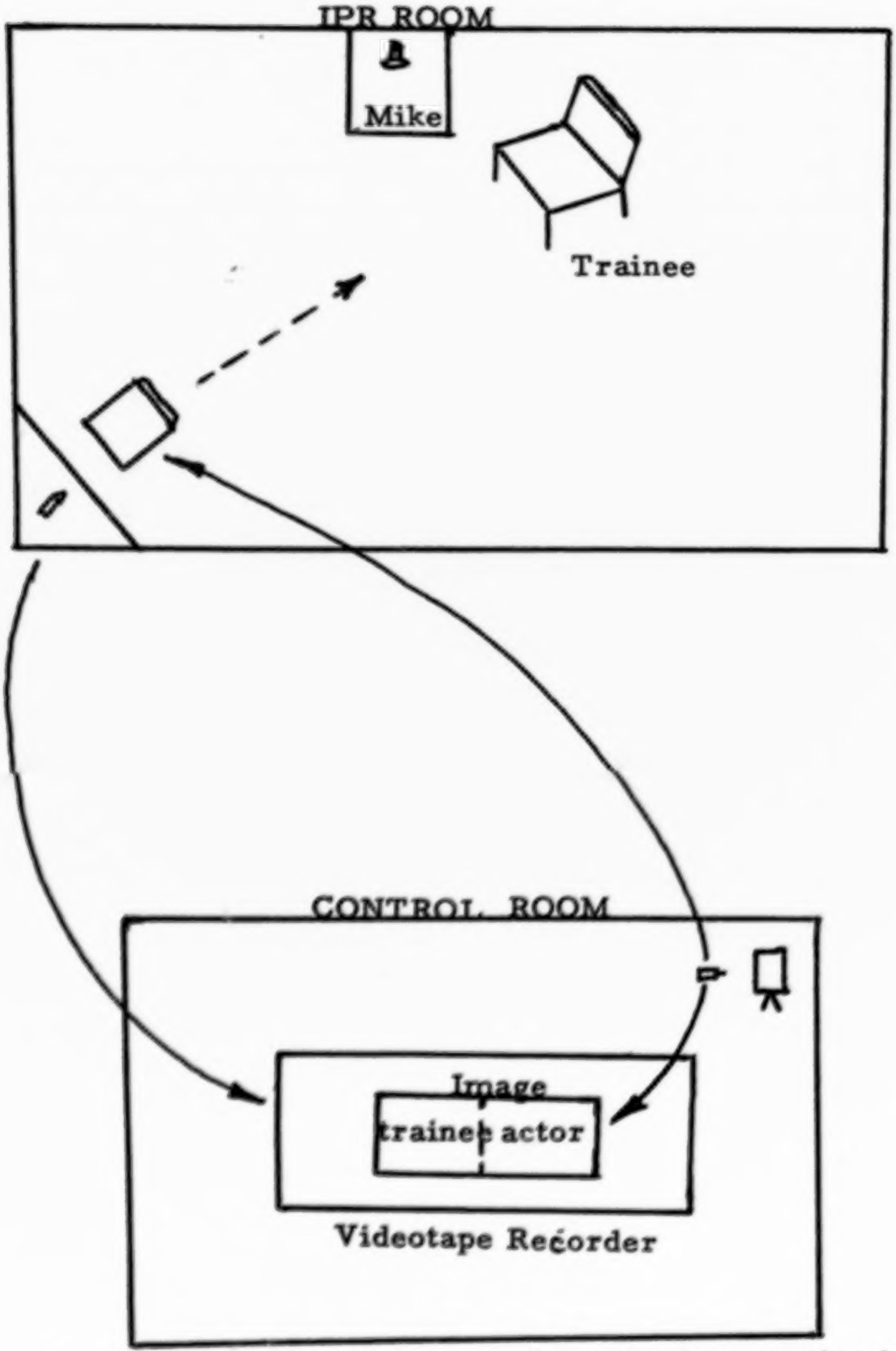

IPR ROOM
Mike
Trainee
CONTROL ROOM
Image
trainee actor
Videotape Recorder

Fig 3: Film of actor or pupil portraying emotion is shown via TV to trainee in viewing room. Trainee behavior while watching film is combined with the film to provide a split-screen videotape recording for examination in recall. Whenever physiological measures are used, an additional camera records the measures on the same split-screen recording.

FIGURE 4

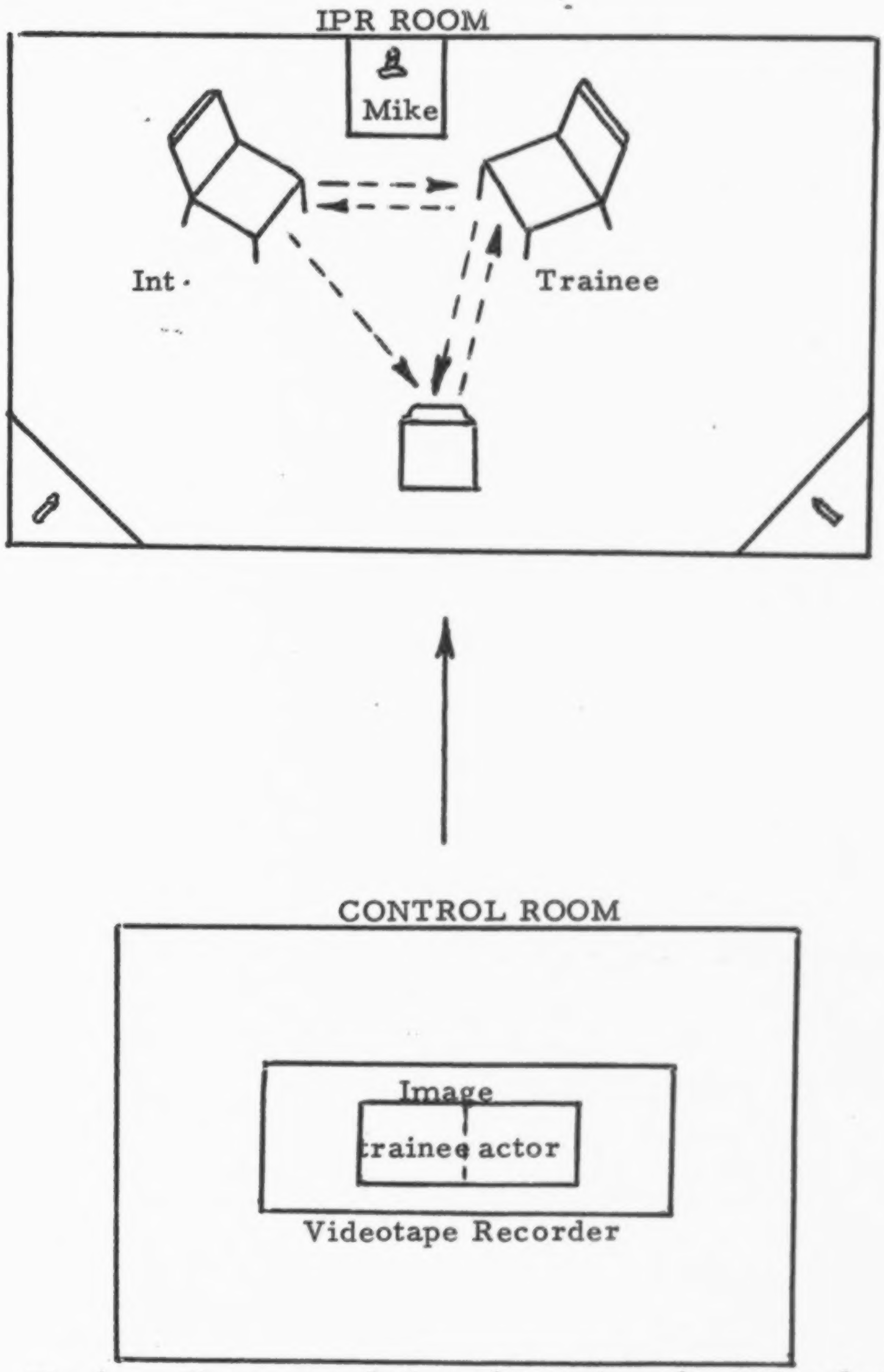

IPR ROOM
Mike
Int.
Trainee
CONTROL ROOM
Image
trainee actor
Videotape Recorder

Fig 4:. Upon completion of a series of emotional vignettes, trainee is joined by interrogator (int.). A split-screen of videotape of trainee behavior while watching emtional vignettes and emotional vignette is played back to the viewing room. Videotape is started and stopped by remote control switch by either interrogator or trainee.

Photo 5. -- A filmed actor engages in threatening behavior with a trainee.

Photo 6. --Trainee and film are video-recorded. In this case, trainee's heart rate was also recorded (faint white dot below) actors left forearm).

Photo 7. -- Counselor and trainee watch replay. Switch in trainee's hand controls video tape recorder.

These films are shown to individual subjects who are instructed to imagine that the person they see is talking directly and privately to them (fig. 3). As the subject views the vignette, he is videotaped (Photograph 5). In a further refinement of the process we use wireless remote transmission devices to record a subject's physiological reactions on the same tape as is the trainee and the actor he is watching (Photograph 6). Thus on replay the subject can see himself reacting to the "other" and his bodily reactions [19] as he reacts during the simulated encounter. (The physiological measures are usually recorded from an oscilloscope and appear as a white dot crossing the bottom of the T.V. screen.)

At the conclusion of the simulation experience a supervisor or counselor who is trained in interrogation enters the room (Fig. 4). The videotape of the subject's reaction to the emotional vignettes is replayed, and recall of his thoughts

---

[17] Thus for both heart rate and a new-approach to the measurement of skin conductance have been most useful. (See Thomas Adams, "Human Ecrine Sweat Activity and Palmar Electical Skin Resistance", Journal of Applied Physiology, Vol. 20, No. 5, Sept 1965)

and feelings serves as a basis for a session with the interrogator (Photograph 7).

Most subjects have had little difficulty in involving themselves with the actors or the pupils even when large groups have viewed the films in well-lighted rooms. For example, a male subject in his mid-twenties, viewing a "rejection" scene where the adult actor threatens to physically attack the viewer, talked to the screen, challenging the actor to follow through. Such involvement, followed by IPR sessions on their reactions seems to have enabled subjects to gain rapid insight into what is probably their typical reactive behavior to intense or threatening interpersonal situations. For example, a teen-age female subject, viewing her reactions to a rejection sequence of increasingly intense scenes, noted that she laughed late in the sequence. "At first I was mad---when he came on mild---but here I couldn't help but laugh. I've learned to do this with my Mom; whenever she hits me I sing or laugh to burn her up... If I tell people off, I feel quilty later, but if I just laugh at them I don't feel guilty." A teacher trainee viewing a child crying and accusing the teacher trainee of having been the cause exclaimed, "that's the kind of thing I'm most frightened of...what would I do..."and her own eyes teared. It appears that a person's reaction to simulated intense emotional threat is not qualitatively different from the emotions he perceives frequently in the course of his daily encounters, and that analysis of these reactions has important implications for the person's general behavior or classroom behavior.

Initial case study results have suggested that confrontation with simulated reactions within the IPR process accelerated the ability to perceive, differentiate and gain insight into one's reactions to others. In addition simulation has the advantage of providing a standard stimulus to all trainees to react to and to discuss. Simulation can be used early in a trainee's program, providing him with "interaction" without risking harm to a pupil because he has not been adequately prepared. The physiological feedback seems to add so much to the trainee's ability to relive his feelings that the need for an interrogator is lessened until he can finally be eliminated altogether.

These variations of the IPR technique are the basic tools we use to accomplish the goals of this are of the teacher preparation program model.

NEW EXPERIENCES

As we experimented with helping educators become more aware of their interaction with children and adults and better able to modify their behavior we realized that more was needed by most young trainees in order to achieve our goals. It appeared to us that we had helped trainees to learn a good deal about what they can and should say in interacting with children. They also had learned much about more effective ways to relate with pupils. Our activities were designed to influence what the teacher says and what the teacher does, but more work was needed to influence what the teacher is.

The problem became one of helping the young trainee become more experienced as a human being--a person who is not afraid of life, who has a good deal of inner strength based on successful experiences and worldly knowledge. We wanted to help a trainee become not merely "tolerant" of differences among pupils of different backgrounds or with unusual characteristics, but ready to understand, and relate to such pupils with a knowledge and appreciation of the pupil's situation. In essence, we wanted to help the trainee become a more three dimensional being to serve children as a model of mature adulthood.

The experiences and activities described here will not need to be experienced by all trainees. A trainee who has already had the kind of experience described will not be asked to participate in that experience. Discussion with the trainee's academic advisor will determine areas in which the neophyte's involvement might be of value.

These activities are based on the observation that many trainees are quite ignorant of important subgroups in society today. Knowledge about these groups, along with experience in relating with members of such groups, might help the trainee overcome any fears he may have based on the "strangeness" of the subgroup. The trainee will be provided an opportunity to learn about the hippie culture, the drug culture, the "gay" world and a variety of groups segregated because of color or ethnic background. The trainee will be helped to get a close look at a variety of "different" people in different situations, such as inmates, institutionalized teenage delinquents, homosexuals, psychotics, prostitutes, the aged, and retardates. Trainees will also become better acquainted with the Jet Set, Old Money, life in the black ghetto, the police culture, the rural south, Jewish neighborhoods, Polish town, Greek town, and Mexican, Puerto Rican and American Indian monasteries.

Another kind of maturing experience designed to help the trainee be and feel more experienced and more competent as an adult can be gained through helping him face some of the facets of life which are often frightening to young trainees because of their age or family background. We will help acquaint trainees with the physical and emotional experiences associated with giving birth, watching someone die, and witnessing surgery or autopsy. We will provide medical information about cancer, venereal disease, birth control, sexuality and even sexual orgasm.

We will provide experiences designed to help a trainee learn to feel more deeply beauty and joy associated with aesthetic, interpersonal and religious experience.

Experiences will be provided to enable the teacher trainee to experience an intimate sharing of feelings with other people, so that he is less frightened of revealing himself or hearing other people reveal their feelings. The trainee will be helped to also discover that he has the strength to survive alone, that he could be psychologically "abandoned" and survive for a time.

Such knowledge as described here will be provided through a variety of resources, educational media, and real life experiences as appropriate and feasible. In some cases, teacher trainees will visit communities to interview people; for other experiences, they will observe others interviewing; sometimes information will be told to them, they will be asked to read books, or they may be shown films and video tapes.

Experiences will be carefully supervised to avoid unnecessary shock or boredom and to provide the trainees with ample opportunities to discuss the meaning of the experience they have had.

Program Overview--The Interpersonal Process Phase of the Program Model is designed to move the trainee from less to more complex experiences, from situations which are less real (simulation) to more real, and from general life roles to specific teacher roles. These are accomplished by using the methods described in a system which progresses so that specific subgoals are accomplished. This entire phase has three major units. The first unit is entitled The Trainee as Mature Adult. Here we help the trainee to become more and more aware of his interpersonal behavior with other adults. We provide opportunities for him to discover new modes of behavior and to practice them. Simulation with adult-to-adult films as stimulus is followed by groups of trainees discussing their reactions to the stimulus--how they felt, what they typically do when they feel that way, and what they would prefer to do when they feel that way.

The next simulation experience are video-recorded, and follow by a recall and interrogation session. Succeeding sessions involve simulation with video and physiological record conditions followed by recall. The trainee now sees not only his physical appearance but also can study changes in his heart rate and palmar skin conductance.

In the next series of experiences in this first unit simulation is also used but not via film. The trainee is asked to describe himself to another person as fully and honestly as he can. The session is video recorded and the trainee has a recall session, followed by another session with the same person in which he tries to use the knowledge he gained during the recall session to communicate with the other person more clearly and effectively.

Physiological measures are made during the new session and at the conclusion the trainee watches a replay of his behavior and physiological processes so that he can evaluate his own behavior.

Thus far the trainee has been learning and experimenting with his own behavior without the added stimulus of the recall of the "other". The next steps introduce this variable. Two trainees tell each other, in turn, the difficulties each has found in communicating with other people, and expecially the kinds of interpersonal stress which trouble him. This is followed by a recall session in which both participants are joined by an interrogator. After the recall session the participants are asked to again describe their difficulties in communicating to each other but this time to try to revise their behavior in ways which suggested themselves during the recall session.

At the completion of this first unit the trainee should be ready to enter into relationships with greater comfort and effectiveness. He should be able to fully recognize his reactions to people and should be capable of honest communication with others.

At this point the unit entitled New Experiences is appropriate. Through direct experiences, observation and reading the trainee is acquainted as much as possible with various subcultures within our society and with the other experiences already described. The trainee devises a schedule of activities after consultation with his supervisor or advisor.

The final unit in this phase of the program is entitled, The Mature Adult as Teacher. Here is a series of activities which helps the trainee become keenly aware of his relationship with pupils and children to help him recognize his typical reactions to their typical and atypical behavior, and to learn about children's reactions to him. Finally, opportunities for the trainee to practice new behaviors are provided.

The first session in this unit requires that the trainee view stimulus films of pupils "talking" to the trainee. Trainees will be encouraged in small groups to discuss their feelings, probable reactions and alternative reactions possible in "dealing" with each stimulus film scene. In the next experience a pair of trainees view a new series of films under video-record conditions and then engages in a mutual recall session. In the next experience each trainee watches the remainder of the films under video and physiological-record conditions, and then reviews a playback of the video tape.

The next session is simulated but not via film. Trainees work in teams, with one teaching the other something he knows and which he thinks might interest his partner. A video playback and mutual recall session follows. In the next session the teacher-trainee conducts a real tutorial session with a pupil from a local elementary school. A second teacher trainee assumes the role of interrogator and conducts a recall session with the pupil. Later, when the second trainee conducts a tutorial session with another pupil, the first trainee acts as interrogator of the second pupil at the end of his partner's session. During these recall sessions the trainee who conducted the tutorial either observes the recall session through the one-way mirror, or he may request that an audio recording be made of the recall session for him to study at a later time.

The next sessions are designed to help the trainee learn to extablish more open honest communication patterns with pupils so that the child feels free to tell the teacher what he understands and what he does not, what excites his curiosity and what does not. The trainee conducts a tutorial session under video record conditions. At the conclusion he and the pupil conduct a recall session inwhich they try to reveal to each other the impact they had on each other--when they were talking to each other and when they were "missing" each other. At the end of the recall session a second tutorial is immediately engaged in so that both trainee and pupil may try to deal with each other more effectively than before. This concludes Unit Three.

A total of approvimately 17 hours will be needed for Unit one and 12 hours for Unit three. The time for Unit two is dependent on each trainee's needs and could range from 10hours to 600 hours.

RESOURCES REQUIRED The following materials will be required for each IPR facility built. Each such facility is capable of accomodating a total of 85 trainees each year, assuming that the facility is not used for other purposes but including allowances for time loss due to mechanical failure. If evenings and weekends are used, then a total of 150 trainees can use each facility per year.

1Telemetric, (remote broadcast) unit, electrodes, pre-amplifier

1Constant-voltage D-C bridge, pre-amplifier, electrodes

3EIA remote cameras with fixed lenses

1 Special effects amplifier

1 16 mm sound projector

1 Audio mixer

2 Audio tape recorders

2 Twin 8"monitors

2 Consoles

3 Camera mounts

1Ampex VR 5000

Cables and connectors

Video and Audio Ratchfields and Cords

1 Remote stop-start switch

1 EIA sync. Generator

2 Oscilloscopes

Unit one should be completed early in a trainee's training period, Unit two could be completed slowly throughout the training period, and Unit three should immediately precede the trainee's actual supervised practicum experiences.

Each IPR facility should have two 1/2 time grduate assistants drawn from the ranks of doctoral students in teaching or counseling. They should coordinate all use of the facility, schedule experiences for the condidates, recruit pupils for the tutorial sessions, conduct interrogation sessions whenever a non-trainee interrogator is called for) and schedule routine equipment maintainance and repair.

An administrative assistant and a professor released 1/2 time should be provided for overall coordination and evaluation if more than 1 but less than 5 IPR units are needed. If more than 5 units are needed the full time of a professor will be required.

```
*OBJECTIVES     TO EXPLAIN AND EXPERIENCE THE RATIONALE FUNCTION AND       00776035
                TECHNIQUE OF INTERROGATION,                                00776036
*PREREQUISITES NONE                                                        00776037
*EXPERIENCE     FIRST THE HATIONALE, FUNCTION, AND TECHNIQUES OF INTERRO-  00776011
                GATION ARE EXPLAINED.  (SEE INTRODUCTION) THEN VIDEO-      00776012
                TAPED INTEHVIEWS AND TUTORIAL SESSION ARE PLAYED,  THE     00776013
                INTERROGATUR IS ASKED TO IDENTIFY PLACES IN THE INTERVIEW  00776014
                WHERE HE MIGHT ENCOURAGE A SUBJECT TO STOP (ASSUMING       00776014
                THAT THE SUBJECT DID NOT STOP AT THOSE POINTS BY HIMSELF), 00776016
                HE IS ASKED TO EXPLAIN WHY HE CHOSE TO STOP AT THAT POINT  00776017
                AND WHAT HE MIGHT ASK THE SUBJECT AT THAT POINT,  EFFORTS  00776018
                ARE MADE TO DEVELOP THE TRAINEE*S SENSITIVITY TO SPECIFIC  00776019
                CUES WHICH ASSIST THE INTEHROGATOR IN RECOGNIZING VERBAL   00776020
                AND NONVERBAL COMMUNICATION WHICH MIGHT BE EFFECTIVELY     00776021
                USED IN THE INTERROGATION SESSION,  THEY ARE TAUGHT        00776022
                THAT ABRUPT SHIFTS IN THEME DURING THE SESSION SHIFTS      00776023
                IN BODY POSTURE, CHANGES IN VOICE LEVEL, TONE OR PACE, USE00776024
                OF VOCABULARY WHICH DESCRIBES INTENSE AFFECT CHANGES IN    00776025
                VISUAL FOCUS (ESPECIALLY GLANCES IN WHICH EITHER PERSON    00776026
                CLEARLY MISINTERPRETED THE OTHER OR APPEARED TO NOT HEAR   00776027
                THE OTHER, INAPPROPRIATE AFFECT SUCH AS LAUGH FOLLOWING A  00776028
                SERIOUS COMMENT, AND SIMILAR CUES MAY BE INDICATIVE OF     00776029
                HEIGHTENED UNDERLYING EMOTIONALITY OR DIFFICULTIES IN      00776030
                UNDERSTANDING ARE OFTEN PRODUCTIVE TIMES TO STOP THE       00776030
                PLAYBACK,  NEXT, EACH INTEHROGATOR-TRAINEE IS SHOWN FILMS  00776032
                AND VIDEOTAPES DEMONSTRATING VARIOUS INTERROGATION SES-    00776033
                SIONS,  HE IS ENCOURAGED TO CRITIQUE THE TAPES,            00776034
*SETTING        COLLEGE  -  SMALL GROUP                                    00776010
*MATERIALS      FILMS                                                      00776005
*LEVEL          ALL GRADES                                                 00776008
*GENERAL        ALL CANDIDATES                                             00776007
*HOURS          4                                                          00776006
*EVALUATION      TO BE ABLE TO IDENTIFY VEHBAL AND NON-VERBAL COMMUNICATIO00776038
*EVALUATION     TO BE ABLE TO IDENTIFY VERBAL AND NON-VERBAL               00776039
                COMMUNICATIONS,                                            00776040
*FILE           INTERPERSONAL RECALL  INTEYR6GATI6N TRAI5I5G  SENSITIVITY 00776009
```

```
*OBJECTIVES     TRAINEES WILL HAVE BEGUN TO CONSIDER THE KINDS OF INTER-   00777022
                PERSONAL SITUATIONS WHICH ARE TROUBLESOME TO THEM, THE WAY00777023
                IN WHICH THEY TYPICALLY COPE WITH SUCH SITUATIONS,  THEY   00777024
                WILL HAVE LISTENED TO THEIH PEERS DESCRIBING THEIR WAYS OF00777025
                RESPONDING AND SO THE CANDIDATE WILLL HAVE LEARNED         00777026
                SOMETHING ABOUT WAYS OF COPING OTHER THAN HIS OWN,         00777027
*PREREQJISITES THIS MODULE MAY PRECEDE MODJLE 776                          00777027
*EXPERIENCE     TRAINEES WATCH FILM ENTITLED STOCK - HEJECTION 1, SCENE 1  00777011
                AT CONCLUSION OF SCENE PUPILS AHE ASKED BY INTERROGATOR    00777012
                (GRADUATE ASST,) HOW THE ACTOH MADE THEM FEEL,  AFTER      00777013
                THIS IS DISCUSSED HE ASKS THEM HOW THEY TYPICALLY REACT    00777014
                WHEN THEY FEEL THAT WAY,  FINALLY THEY AHE ASKED TO        00777044
                CONTEMPLATE ALTERNATIVE WAYS IN WHICH THEY MIGHT BEHAVE,   00777016
                THEY ARE THEN SHOWN STOCK - REJECTION PASSIVE, SCENE 1     00777017
                AND AGAIN A DISCUSSION AS ABOVE FOLLOWS,  THIS PROCESS     00777018
                CONTINUES UNTIL ALL OF THE FIHST 2 SCENES IN EACH OF THE   00777019
                STOCK AND VICKI FILM SERIES IS COMPLETED AND EACH          00777020
                HAS BEEN DISCUSSED,                                        00777021
*SETTING        BLANK                                                      00777010
*MATERIALS      FILMED SEQUENCES OF STOCK AND VICKI - CURRENTLY AVAILABLE 00777005
                IN IPR LIBHARY,                                            00777006
*LEVEL          ALL GRADES                                                 00777008
*GENERAL        ALL CANDIDATES                                             00777007
```

```
*HOURS          4 HOURS - 4 SESSIONS OF 4 HR, EACH, ONE WEEK APART         00777006
*EVALUATION     EVALUATION OF THIS AND NEXT 4 MODULES CAN BE DETERMINED,   00777029
                SUBJECTIVELY AND INFERENTIALLY BY THE ASSISTANT            00777030
                PROFESSOR LEADING EACH DISCUSSION, HOWEVER,                00777031
                A MORE SPECIFIC (THOUGH STILL SUBJECTIVE EVALUATION CAN BE00777032
                MADE BY EXAMINING THE CONTEXT OF MODULE 780                00777033
*FILE           EMOTIONAL REACTION  COPING BEHAVIOR INTERPERSONAL  SELF-   00777009
                ANALYSIS
                                                                           007770
```

```
*OBJECTIVES     IN ADDITION TO LEARNING MORE ABOUT HIS COPING TECHNIQUES   00778020
                AND SUBJECTIVE REACTIONS TO MORE INTENSIVE STIMULI THAN IN00778021
                THE PRECEDING MODULE, THE TRAINEE WILL HAVE LEARNED WHAT   00778022
                HE LOOKS LIKE UNDER INTERPERSONAL STRESS SIMULATION,  HE   00778023
                WILL HAVE HAD AN OBJECTIVE VIEW OF HIMSELF,  TYPICALLY     00778024
                TRAINEES LEARN THAT THEY ARE MORE TRANSPARENT THAN THEY    00778025
                THOUGHT THEY WERE,                                         00778026
*PREREQUISITES MODULES  776, 777                                           00778027
*EVLAUTION                                                                 00778028
*EXPERIENCE     EACH TRAINEE WATCHES 2 SCENES (NEXT LEVEL OF INTENSITY     00778011
                OF EACH OF THE STOCK AND VICKI SEQUENCES),  HE IS VIDEO    00778012
                RECORDED AS HE WATCHES EACH SCENE,  AT THE END OF EACH     00778013
                OF TWO, THE T.V, MONITOR IS TURNED ON AN INTERROGATOR      00778014
                (THE GRAD, ASST,) ENTERS THE IPR ROOM AND CONDUCTS A RE-   00778015
                CALL SESSION,  THE TRAINEE THEN VIEWS 2 MORE SCENES AND IS00778016
                AGAIN INTERROGATED,  THIS PROCESS CONTINUES UNTIL THE      00778017
                TRAINEE HAS BEEN EXPOSED TO A TOTAL OF EIGHT SCENES AND    00778018
                HAS HAD FOUR INTERROGATION SESSIONS,                       00778019
*SETTING        COLLEGE - INDEPENDENT                                      00778010
*MATERIALS      IPR ROOM STOCK AND VICKI FILMS,                            00778005
*LEVEL          ALL GRADES                                                 00778008
*GENERAL        BLANK                                                      00778007
*HOURS          2 HRS, - 2 SESSIONS OF 1 HR, DURATION                      00778006
*EVALUATION     TYPICALLY ONE WOULD OBSERVE THE TRAINEE CONSIDERING THE    00778029
                FOLLWOING 2 TYPES OF CONCERNS,  WHAT I FEEL SHOWS THROUGH 00778030
                ANYWAY, WHY TRY TO HIDE SO MANY OF MY EMOTIONS, AND BUT    00778031
                I LOOK AS IF I AM - PERHAPS - I FEEL MORE (OR DIFFERENTLY)00778032
                THAN I HAVE BEEN OWNING UP TO,                             00778033
*FILE           COPING TECHNIQUES  INTERPERSONAL STRESS  SELF-ANALYSIS     00778008
                THROUGH VIDEO TAPE                                         00778009
```

```
*OBJECTIVES     AS IN PREVIOUS MODULE BUT WITH NEW AWARENESS OF INTENSITY 00779025
                FELT IN DIFFERENT CONDITION,  SELF INTERROGATION SHOULD    00779026
                HELP CANDIDATE ASSUME MORE RESPONSIBILITY FOR OWN DEVEL-   00779027
                OPMENT,                                                    00779027
*PREREQUISITES MODULES 777, 778                                            00779029
*EXPERIENCE     EACH TRAINEE WATCHES THE FINAL SCENES IN THE STOCK AND VIC00779011
                KI SERIES (3 SCENES IN OTHER SILMS) OF OTHER ACTORS AND    00779012
                SITUATIONS WILL BE DESCRIBED TO THE CANDIDATE AND HE       00779013
                WILL BE ASKED TO SELECT THOSE WHICH WITH HE WOULD LIKE     00779014
                AN OPPORTUNITY TO RELATE WITH SO THAT EIGHT SCENES         00779015
                ARE USED IN ALL,  TRAINEE IS VIDEO RECORDED AS HE WATCHES 00779016
                SETS OF 2 SCENES,  HIS HEART RATE IS RECORDED VIA          00779017
                TELEMETRIC DEVICE AS IS HIS PALMAR SKIN CONDUCTANCE,       00779018
                AFTER HE HAS WATCHED THE FIRST TWO SCENES HE IS JOINED BY 00779019
                THE GRADUATE ASSISTANT INTERROGATOR WHO HELPS HIM UNDER-   00779020
                STAND THE ELECTRONIC PROCESS, BUT THE CONDIDATE IS LEFT TO00779021
                INTERROGATE HIMSELF USING THE PHYSICAL AND PHYSIOLOGICAL C00779022
                CUES TO HELP HIM RELIVE THE EXPERIENCE,  THE PROCESS CONTI00779023
                NUES UNTIL ALL 8 SCENES AND FOUR RECALL SESSIONS ARE HELD,00779024
*SETTING        COLLEGE -  INDEPENDENT,                                    00779010
*MATERIALS      IPR ROOM,  STOCK AND VICKI AND OTHER FILMS,  PALMAR        00779005
                AND TELEMETRIC DEVICES,                                    00779005
*LEVEL          ALL GRADES                                                 00779008
*GENERAL        ALL CANDIDATES                                             00779007
*HOURS          2 HRS,
```

5

```
                                                                        00779006
*EVALUATION     TRAINEES TYPICALLY ARE WILLING TO TALK ABOUT THE KINDS   00779030
                OF SITUATIONS WHICH ARE MORE STRESSING THAN OTHERS,      00779031
                AGAIN, SOME EVIDENCES OF NEW SELF-OTHER DISCOVERIES SHOULD00779032
                BE EVIDENCED ETC,  I NOTICE THAT I*M MORE CONCERNED WHEN  00779033
                I THINK I HAVE TO RESPOND THAN EVER WHEN THE OTHER IS    00779034
                EXPRESSING HATRED TOWARD ME,                             00779035
*FILE           SELF-INTERROGATION  INTERPERSONAL ANALYSIS  PHYSIOLOGICAL 00779009
                STRESS MEASUREMENT,                                      00779009
```

```
*OBJECTIVES     HELP LEARN HOW HE ANTICIPATES OTHER WILL PERCEIVE HIM AND 00780022
                THE WAYS IN WHICH COPES WITH A REAL OTHER,  HE WILL HAVE  00780022
                OBSERVED WAYS IN WHICH HE WAS UNCLEAR OR INEFFECTIVE IN   00780024
                HIS OWN COMMUNICATIONS,                                   00780025
*PREREQUISITES MODULES 776-779                                            00780026
*EXPERIENCE     EACH TRAINEE IS INTRODUCED TO A PUPIL WHO IS IN ANOTHER   00780011
                CURRICULUM ATTEMPTING TO LEARN ABOUT INTERVIEW(S TECHNI-  00780012
                QUES (THESE PEOPLE WILL BE REVIEWED BY THE ASSISTANT FROM 00780013
                PUPILS IN COUNSELING AND SOCIAL WORK),  THE TRAINEE WILL  00780014
                BE ASKED TO DESCRIBE HIE TYPICAL INTERPERSONAL BEHAVIOR   00780015
                TO THE INTERVIEWER,  WILL BE VIDEORECORDED,  AT THE END OF00780016
                THE SESSION (APPROXIMATELY U0I HOUR) HE WILL BE INTERR-   00780017
                OGATED BY THE GRADUATE ASSISTANT,  INTERVIEWER NOT        00780018
                PRESENT DURING RECALL WILL BE REVIEWING VIDEOTAPE PLAY-   00780019
                BACK IN A SEPERATE ROOM ON ANOTHER MONITOR TO OBSERVE HIS 00780020
                OWN BEHAVIOR,                                             00780021
*SETTING        COLLEGE  -  INDEPENDENT                                   00780010
*MATERIALS      IPR ROOM, VOLUNTEER INTERVIEWER, SECOND T,V, MONITOR      00780005
*LEVEL          ALL GRADES                                                00780008
*GENERAL        ALL CANDIDATES                                            00780007
*HOURS          1                                                         00780006
*EVALUATION     NEW, MORE EFFECTIVE BEHAVIOR SHOULD BE EVIDENT IN NEXT    00780027
                MODULES AND ATTESTED TO BY INTERVIEWER,  TRAINEES         00780028
                ABILITY TO DESCRIBE HIS INTERPERSONAL BEHAVIORS           00780029
                TO THE INTERVIEWER SHOULD PROVIDE A BASIS FOR EVALUATING T00780030
                THE EFFECTIVENESS OF MODULES 776 THROUGH 780              00780031
*FILE           INTERPERSONAL RECALL   PERCEPTION AND COMMUNICATION       00780009
                ANTICIPATION                                              00780009
```

```
*OBJECTIVES     PRACTICE WITH NEW INTERPERSONAL BEHAVIOR AND IMME-        00781023
                DIATE FEEDBACK ON SUCCESS AND FAILURE,  INCREASED EFFECTI-00781024
                VENESS IN INTERPERSONAL COMMUNICATION, USUALLY INCLUDING A00781025
                GREATER DEGREE OF OPENNESS AND HONESTY,                   00781026
*PREREQUISITES MODULES 777-780                                            00781026
*EXPERIENCE     THE TRAINEE IS AGAIN INTERVIEWED BY THE SAME PERSON       00781011
                AS IN MODULE 780,  THE TRAINEE IS ASKED TO TRY TO USE THE 00781012
                KNOWLEDGE GAINED IN MODULE 780 TO COMMUNICATE MORE CLEARLY00781013
                HONESTLY AND EFFECTIVELY,  THE TRAINEE IS OFFERED THE USE 00781014
                OF PHYSIOLOGICAL EQUIPMENT AND ENCOURAGED THOUGH          00781015
                NOT REQUIRED TO USE IT (FEW PEOPLE FIND THE ELECTROLYTIC  00781016
                CREAMS MESSY AND PREFER NOT TO USE THEM),  AFTER THE      00781017
                SESSION, THE TRAINEE REVIEWS THE VIDEOTAPE BY HIMSELF     00781018
                AND IS ASKED TO STUDY IF AND HOW HE IMPROVED OVER MODULE  00781019
                780,  THE PHYSIOLOGICAL MEASURES AGAIN SERVE AS ADDED     00781020
                CUES AND LESSEN THE IMPORTANCE OF HAVING AN INTERROGATOR  00781021
                BETWEEN MODULE 780 AND 781                                00781021
                PRESENT,                                                  00781022
*SETTING        COLLEGE  -  INDEPENDENT                                   00781010
*MATERIALS      IPR ROOM, INTERVIEWER, 2ND T,V, MONITOR                   00781005
*LEVEL          ALL GRADES                                                00781008
*GENERAL        ALL CANDIDATES                                            00781007
*HOURS          1                                                         00781006
*EVALUATION     INTERVIEWER IS ASKED TO PROVIDE A WRITTEN EVALUATION OF   00781028
                THE EXTENT TO WHICH THE TRAINEE SEEMS TO KNOW HIMSELF AND 00781029
                THE ABILITY TO COMMUNICATE AND IMPROVE IN ABILITY         00781030
*FILE           PHYSIOLOGICAL MEASURES  FEEDBACK  ANALYSIS AND SYNTHESIS  00781009
```

```
*OBJECTIVES    FOR THE FIRST TIME, THE TRAINEE WILL HAVE ANOTHER PERSON≠S00782022
               RECALL,  THAT IS, HE WILL HAVE REVIEWED NOT ONLY HIS OWN  00782023
               BEHAVIOR BUT WILL HAVE THE ADDITIONAL FEEDBACK OF HIS     00782024
               IMPACT ON ANOTHER,  FURTHER DATA TO HELP ACCOMPLISH THE   00782025
               OVERALL GOAL OF HELPING THE TRAINEE TO BE MORE AWARE OF   00782026
               HIMSELF AND CAPABLE OF RELATING MORE COMFORTABLY AND MORE 00782027
               EFFECTIVELY WITH OTHERS,  THESE ARE CONSIDERED TO BE      00782028
               KNOWLEDGES AND SKILLS RELATED IN LARGE PART TO GENERAL    00782029
               MATURITY,                                                 00782030
*PREREQUISITES BLANK                                                     00782031
*EXPERIENCE    TRAINEES ARE ASKED TO PICK A PARTNER,  THE TWO TRAINEES   00782011
               ARE THEN ASKED TO DESCRIBE TO EACH OTHER THEIR            00782012
               DIFFICULTIES IN INTERPERSONAL COMMUNICATION, DO WELL AS   00782013
               THEIR GENERAL REACTIONS TO THE SIMULATION AND INTERVIEW   00782014
               SESSIONS,  BOTH TRAINEES ARE VIDEO RECORDED,  AT THE END  00782015
               OF THE SESSION (U0I HOUR) THEY ARE BOTH JOINED BY THE     00782016
               GRADUATE ASSISTANT INTERROGATOR WHO STARTS THE RECALL     00782017
               SESSION, THEN ASSUMES A PASSIVE ROLE (SEE INTRODUCTION    00782018
               TO THE PHASE, PAGE ),  WHEN THE VIDEOTAPE HAS BEEN RE-    00782019
               VIEWED, THE TRAINEES ARE ASKED TO CONTINUE THE DISCUSSION 00782020
               THEY HAD PRIOR TO RECALL,                                 00782021
*SETTING       INDEPENDENT                                               00782010
*MATERIALS     IPR ROOM                                                  00782005
*LEVEL         ALL GRADES                                                00782008
*GENERAL       ALL CANDIDATES                                            00782007
*HOURS       2                                                           00782006
               IPR PROFESSOR AND BY THE TRAINEES ACCADEMIC ADVISOR,      00782033
               THEY WILL DETERMINE AFTER DONSULTATION WITH THE TRAINEE   00782034
               ANY NEED FOR REMEDIAL OR ADDITIONAL EXPERIENCE PRIOR      00782035
               TO BEGINNING MODULE 783,                                  00782036
*FILE          COMMUNICATION PRORLEMS   INTERVIEW TECHNIQUES  FEEDBACK   00782009
```

```
*OBJECTIVES    A SCHEDULE OF ACTIVITIES FOR THE TRAINEE TO ENGAGE IN,    00783025
               AN APPOINTMENT WITH THE ADVISOR TO EVALUATE THE PROGRESS  00783026
               AND FURTHER OR CONTINUF D ACTIVITIES,                     00783027
*PREREQUISITES MODULE 777-782                                            00783028
*EXPERIENCE    EACH TRAINEE WILL DISCUSS WITH HIS ACADEMIC ADVISOR HIS   00783011
               EXPERIENCES AND KNOWLEDGE OF EACH OF THE AREAS COVERED    00783012
               BY MODULE 776-7829  THE MODULES THEMSELF WILL BE DUPLI-   00783013
               CATED AND GIVEN TO THE CANDIDATE,  HIS SPECULATION ABOUT T00783014
               CATED AND GIVEN TO THE CANDIDATE,  HIS SPECUALTION        00783015
               ABOUT THE VALUE TO HIMSELF OF EACH EXPERIENCE WILL BE DE- 00783016
               TERMINED AND A SCHEDULE OF ACTIVITIES SET UP,  THE ACTIVI-00783017
               TIES SHOULD BE SO SCHEDULED THAT THE TRAINEE CAN MEET WITH00783018
               THE ADVISOR FROM TIME TO TIME TO DISCUSS PROGRESS AND TO  00783019
               REVISE THE SCHEDULE IF INDICATED,  MANY OF THE OBJECTIVES 00783020
               DESCRIBED HAVE MODULES WHICH INVOLVE READINGS, OBSERVATION00783021
               AND EXPERIENCE,  WHEN ALL MODULES CAN≠T BE ENGAGED IN BY  00783022
               THE TRAINEE HE AND THE ADVISOR SHOULD ATTEMPT TO DETERMINF00783023
               WHICH MODE WOULD BE THE MOST DESIRABLE FOR THE TRAINEE,   00783021
*SETTING       COLLEGE  -  BLANK                                         00783010
*MATERIALS     COPIES OF MODULE DESCRIPTIONS 776-782                     00783005
*LEVEL         ALL GRADES                                                00783008
*GENERAL       ALL CANDIDATES                                            00783007
*HOURS         1                                                         00783006
*EVALUATION    FOLLOW UP INTERVIEW DESCRIBED ABOVE,                      00783029
*FILE          EVALUATION  SYNTHESIS OF EXPERIENCE  ACTIVITIES           00783009
```

```
*OBJECTIVES    TRAINEES WILL HAVE LEARNED TO SHARE INTENSE FEELINGS OF   00784016
               ANGER AND JOY WITH OTHERS AND SO LEARN TO BE MORE AT EASE 00784017
               IN AND CAPABLE OF CLOSENESS WITH OTHERS,  TRAINEE WILL    00784018
               ALSO LEARN THROUGH EXERCIES USED, THAT HE CAN TOLERATE    00784019
               BEING ALONE,                                              00784020
*PREREQUISITES BLANK                                                     00784021
*EXPERIENCE    TRAINEE WILL ATTEND (IF PART OF HIS SCHEDULE) ONE OF THE  00784011
               QUARTERLY EIGHT DAY LABORATORIES IN HUMAN RELATIONS CON-  00784012
               DUCTED COOPERATIVELY BY MSU, U OF M AND WAYNE STATE U,    00784013
               THESE INTENSIVE EXPERIENCES INVOLVE NON-VERBAL EXERCIZES  00784014
               GROUP DYNAMICS STUDY, AND T GROUPS (SENSITIVITY TRAINING),00784015
*SETTING       COMMUNITY - LARGE GROUP                                   00784010
*MATERIALS     TUITION $200, / STUDENT                                   00784005
*LEVEL         ALL GRADES                                                00784008
*GENERAL:      ALL CANDIDATES                                            00784007
*HOURS        8DAYS                                                      00784006
*EVLUATION     IMMEDIATELY - SELF REPORT,  LATER, IN THE CLASSROOM,      00784022
               THE TRAINEES ABILITY TO EXPRESS WARMTH TO PUPILS AS WELL  00784023
               AS THE ABILITY TO RELATE TO PUPILS COMFORTABLY AND WITH-  00784024
               OUT FEAR OF BEING REJECTED BY THE PUPILS,                 00784025
*FILE          SENSITIVITY TRAINING  FEELING EXCHANGE  SELF-DISCOVERY    00784009
```

```
*OBJECTIVES    MAKE YOUNG TRAINEE MORE KNOWLEDGABLE AND LESS FRIGHTENED  00785015
               OR LESS ABLE TO RESPOND INTELLIGENTLY TO INQUIRIES FROM    00785016
               PUPILS,                                                   00785017
*PREREQUISITES BLANK                                                     00785018
*EXPERIENCE    TRAINEES WILL OBSERVE THE VIDEOTAPE, BIRTH OF A BABY WHICH00785011
               DEPICTS THE PHYSIOLOGICAL AND EMOTIONAL ACTIVITIES OF CHI-00785012
               LD BIRTH BY SHOWING THE BIRTH OF A BABY FROM THE BEGINNING00785013
               OF LABOR,                                                 00785014
*SETTING       COLLEGE  -  LARGE GROUP                                   00785010
*MATERIALS     VIDEOTAPE CURRENTLY IN CCTV LIBRARY                       00785005
*LEVEL         ALL GRADES                                                00785008
*GENERAL:      ALL CANDIDATES                                            00785007
*HOURS         45 MINUTES                                                00785006
*EVALUATION    TRAINEE SELF REPORT ABOUT ANY CHANGES IN ATTITUDE OR NEW  00785019
               KNOWLEDGE RESULTANT FROM THE EXPERIENCE,                  00785020
*FILE          CHILD BIRTH  INFORMATION GIVING                           00785009
```

```
*OBJECTIVES    TRAINEES WILL LEARN THAT INMATES COME IN ALL SIZES AND    00786021
               SHAPES (THEY LOOK LIKE ORDINARY PEOPLE, NOT THE HOLLY-    00786022
               WOOD STEREOTYPE),  KNOWLEDGE (IN THEIR OWN WORDS) ABOUT TH00786023
               E MEANING SCHOOL HAS FOR THE ALIENATED, THE HOSTILE, AND  00786024
               THE DEPRIVED,                                             00786025
*PREREQUISITES NONE                                                      00786026
*EXPERIENCE    TRAINEES WILL CHOOSE A PARTNER,  TOGETHER THEY WILL VISIT 00786011
               IONIA REFORMATORY, JACKSON PRISON, OR THE DETROIT HOUSE OF00786012
               CORRECTION,  THERE THEY WILL MEET WITH A SMALL GROUP      00786013
               (4-6 VOLUNTEERS) OF INMATES,  THEY WILL ASK THE           00786014
               INMATES TO HELP THEM BECOME BETTER TEACHERS BY THINKING   00786015
               THROUGH AND RELATING THE MEANING SCHOOL HAD FOR THEM -    00786016
               HOW SCHOOL HELPED OR HARMED THEM AND WAYS IN WHICH THE    00786017
               SCHOOL MIGHT HAVE HELPED THEM,  TRAINEES WILL THEN MEET   00786018
               IN SMALL GROUPS (6-12) BACK ON CAMPUS TO SHARE IDEAS      00786019
               AND OBSERVATIONS,                                         00786020
*SETTING       COMMUNITY - SMALL GROUPS                                  00786010
*MATERIALS     BLANK                                                     00786005
*LEVEL         ALL GRADES                                                00786008
*GENERAL:      ALL CANDIDATES                                            00786007
*HOURS         4                                                         00786006
```

```
*EVALUATION    AS THE SESSION WITH THE INMATES PROGRESSES, THERE SHOULD BV0786027
               SOME EVIDENCE THAT TRAINEES ARE INTERACTING             V0786028
               EASILY WITH THE INMATES AND ASKING PROBING BUT NOT      V0786029
               UNKIND QUESTIONS,                                       00786030
*FILE          GROUP DISCUSSION  SENSITIVITY TO OTHERS  SYNTHESIS OTHERS 00786009
               EXPERIENCES                                             00786009
```

```
*OBJECTIVES    TO OBSERVE THE BLACK GHETTO OF THE SLUM AREAS AT NIGHT,  00787017
               TO GET THE FEEL (AND SMELLS) OF THE SLUM AREAS,  TO LISTEN00787018
               TO THE POLICE AND SO SOME TO KNOW THEIR PERSPECTIVE ON   00787019
               THE COMMUNITY AND INFERENTIALLY TO KNOW THE ATTITUDE OF  00787020
               THE INHABITANTS TOWARD THE POLICE,                       00787021
*PREREQUISITES BLANK                                                    00787022
*EXPERIENCE    EACH TRAINEE WILL ACCOMPANY A PAIR OF POLICE OFFICERS OF 00787011
               DETROIT, GRAND RAPIDS, OR LANSING YOUTH DIVISION ON THE  00787012
               EVENING AND NIGHT SHIFTS, PARTICULARLY WITH THOSE OFFICERS0078703
               ASSIGNED TO THE NEGRO COMMUNITY,  WHEN 608 TRAINEES HAVE 00787014
               HAD THE EXPERIENCE, THEY WILL MEET AS A GROUP AND SHARE  00787015
               OBSERVATIONS AND INFERENCES,                             00787016
*MATERIALS     BLANK                                                    00787005
*LEVEL         ALL GRADES                                               00787008
*GENERAL       ALL CANDIDATES                                           00787007
*HOURS         8                                                        00787006
*EVALUATION    ABILITY TO FULLY DESCRIBE VARIOUS CHARACTERISTICS OF THE 00787023
               NEIGHBORHOOD - HOW IS SPARE TIME SPENT,  WHAT ARE        00787024
               PROBABLY THE MORE DEPRESSING AND MORE EXCITING ASPECTS,  00787025
               HOW POLICE THINK ABOUT THE INHABITANTS AND HOW INHABITANTS00787026
               THINK ABOUT THE POLICE,                                  00787027
*FILE          GHETTO LIFE  OBSERVATION  PERCEPTION                     00787009
*SETTING       COMMUNITY  -  INDEPENDENT                                00787010
```

```
*OBJECTIVES    HELP TRAINEE BE LESS CONFUSED, MISINFORMED, INDIFFERENT  00788020
               OR FRIGHTENED OF THE CONDITIONS BETTER ABLE TO RESPOND TO 00788021
               THE INQUIRIES OF PUPILS, CANDIDATE TO BE                 00788022
               MORE AT HOME WITH THE WORLD AROUND THEM,                 00788023
*PREREQUISITES  BLANK                                                   00788024
*EXPERIENCE    LOOK AT VIDEOTAPED INTERVIEWS (CONDUCTED BY EXPERTS AT   00788011
               INTERVIEWING) OF PROSTITUTES, HOMOSEXUALS, THE VERY      00788012
               WEALTHY, HIPPIES, DRUG ADDICTS PSYCHOTICS, THE MENTALLY  00788013
               RETARDED, CONVICTS, THE AGED, THOSE WHO HAVE BEEN IN-    00788014
               FORMED THAT THEY HAVE AN ILLNESS FOR WHICH THERE IS NO   00788015
               CURE,  VIDEOTAPES WILL ALSO BE MADE OF INTERVIEWS DESIGNED00788016
               TO EXPLORE THE FEELINGS, LIFE HISTORY, AND OUTLOOK OF    00788017
               SEVERAL NEGROES, MEXICAN INDIANS, AMERICANS, PEURTO RICANS00788018
               AND AMERICAN INDIANS,                                    00788019
*SETTING       COLLEGE  -  LARGE GROUP                                  00788010
*MATERIALS     INTERVIEWS OF FROM 4 TO 7 PEOPLE IN EACH CATEGORY        00788005
*LEVEL         ALL GRADES                                               00788008
*GENERAL       ALL CANDIDATES                                           00788007
*HOURS         12                                                       00788006
*EVALUATION    ABILITY TO INTELLIGENTLY DISCUSS PROBLEMS AND OUTLOOK    00788025
               FOR EACH CONDITION,                                      00788026
*FILE        SIMEY LIFE  HOMOSEXUALS  PROSTITUTES                       00788009
```

```
*OBJECTIVES    TO HELP TRAINEE LEARN WAYS IN WHICH TO BE HELPFUL TO THE 00789016
               AGED,  TO LEARN TO BE BETTER ACQUAINTED WITH THE REALITIES00789017
               OF OLD AGE AND BETTER ABLE TO HELP YOUNG PUPILS OVERCOME 00789018
               SOME OF THEIR FEARS OF OLD AGE,                          00789019
```

```
*PREREQUISITES BLANK                                                   00789020
*EXPERIENCE      TRAINEES WILL VISIT THE INGHAM COUNTY EXTENDED CARE   00789011
                 UNIT,  THEY WILL WORK AS WARD ASSISTANTS FOR 3 DAYS AND 00789012
                 SPEND AS MUCH TIME AS POSSIBLE TALKING WITH THE AGED  00789013
                 RESIDENTS,  THEY WILL THEN VIEW VIDEOTAPES MADE OF    00789014
                 VERY ACTIVE, PRODUCTIVE AGED,                         00789015
*SETTING         COMMUNITY - INDEPENDENT                               00789010
*MATERIALS       VIDEOTAPES OF INTERVIEWS WITH THE AGED                00789005
*LEVEL           ALL GRADES                                            00789008
*GENERAL         ALL CANDIDATES                                        00789007
*HOURS           24                                                    00789006
*EVALUATION      TRAINEE≠S SELF REPORT                                 00789021
*FILE            AGED  EXPERIENCE  INFORMATION GATHERING               00789009
```

```
*OBJECTIVES      TRAINEE BECOME ACQUAINTED WITH ONE MORE DARK CORNER   00790017
                 OF LIFE AROUND HIM,  TO BE AWARE OF SOME OF THE ILLEGAL 00790018
                 BUT VERY PREVALENT ASPECTS OF THE SEX-FOR-HIRE BUSINESS, 00790019
*PREREQUISITES BLANK                                                   00790020
*EXPERIENCE      IN COOPERATION WITH THE DETROIT POLICE DEPARTMENT     00790011
                 AND THE MICHIGAN STATE POLICE, CANDIDATES WILL BE     00790012
                 SHOWN TYPES OF PORNOGRAPHIC PHOTOS AND MOVIES WHICH   00790013
                 THEY CONFISCATED BUT WHICH HAVE BEEN KNOWN TO BE WIDE- 00790014
                 SPREAD IN THE COMMUNITY AND OFTEN IN THE POSSESSION OF 00790045
                 YOUNG PUPILS,                                         00790016
*SETTING         COMMUNITY-BLANK                                       00790010
*MATERIALS       PORNOGPAPHIC PICTURES, FILMS AND A REPRESENTATIVE OF THE 00790005
                 VICE BUREAU,                                          00790006
*LEVEL           ALL GRADES                                            00790009
*GENERAL         ALL CANDIDATES                                        00790008
*HOURS           1/2                                                   00790007
*EVALUATION      TRAINEE≠S SELF REPORT,  ONE WOULD ALSO EXPECT TRAINEE 00790021
                 TO BE LESS PANICKED BY SEXUAL REFERENCES OR ACTIVITIES 00790022
                 WHICH DEVELOP OR ARE EXPOSED IN THE SCHOOL,           00790023
*FILE            PORNOGRAPHY  INFORMATION GATHERING  DIRECTION FOR STUDENTS00790009
```

```
*OBJECTIVES      TO ACQUAINT THE TRAINEE WITH THE INTENSITY OF EMTION  00791012
                 PEOPLE ARE CAPABLE OF FEELING AND REVEALING TO EACH OTHER,00791013
*PREREQUISITES NONE                                                    00791014
*EXPERIENCE      CANDIDATE WILL VISIT RELIGIOUS REVIVAL MEETING,       00791011
*SETTING         COMMUNITY  -  INDEPENDENT                             00791010
*MATERIALS       BLANK                                                 00791005
*LEVEL           ALL GRADES                                            00791008
*GENERAL         ALL CANDIDATES                                        00791007
*HOURS           2                                                     00791006
*EVALUATION      TRAINEE SELF REPORT,  HOPEFULLY, HIS INCREASED ABILITY 00791015
                 TO WANT TO RELATE MORE INTENSELY WITH OTHERS,         00791016
*FILE            RELIGION  EMOTION  INTERPERSONAL REACTIONS            00791009
```

```
*OBJECTIVES      TO FEEL COMFORTABLE AND KNOWLEDGEABLE ABOUT ANOTHER   00792016
                 TYPICALLY UNKNOWN STRATA OF SOCIETY, NAMELY, THE      00792017
                 EXTREMELY WEALTHY,                                    00792018
*PREREQUISITES BLANK                                                   00792019
*EXPERIENCE      THE FOLLOWING BOOKS WILL BE PLACED ON RESERVE FO THE  00792011
                 TRAINEE,  THE TRAINEE WILL READ WHICHEVER HE AND HIS  00792012
                 ADVISOR HAVE DETERMINED WOULD BE OF HELP TO HIM,  POINT 00792013
                 OF NO RETURN  -  J P MARQUAND  THE BEAUTIFUL PEOPLE   00792014
                 I WALLACE  EXCERPTS OUR CROWD   STEVEN BIRMINGHAM     00792015
*SETTING         COLLEGE  -  INDEPENDENT                               00792010
```

```
*MATERIALS     BLANK                                                       00792005
*LEVEL         ALL GRADES                                                  00792008
*GENERAL!      ALL CANDIDATES                                              00792007
*HOURS         BLANK                                                       00792006
*EVALUATION    TRAINEE SELF REPORT,                                        00792020
*FILE          READINGS   WEALTHY   KNOWLEDGE GATHERING                    00792009
```

```
*OBJECTIVES    TO DEVELOP SOME MEASURE OF EMPATHETIC UNDERSTANDING OF THE00793017
               DRUG ADDICT AS A FRIEND,  TO BECOME INFORMED AND COMFORTAB00793018
               COMFORTABLE WITH THOUGH NOT DISINTERSTED IN THE PROBLEM,  00793019
*PREREQUISITES BLANK                                                     00793020
*EXPERIENCE    THE FOLLOWING BOOKS WILL BE PLACED ON RESERVE FOR THE     00793011
               TRAINEE,  THE TRAINEE WILL READ WHICH EVER HE AND HIS     00793012
               ADVISOR HAVE DETERMINED WOULD BE OF HELP TO HIM,          00793013
               MAN WITH THE GOLDEN ARM                                   00793014
               HAT FULL OF RAIN                                          00793015
               MAN CHILD IN THE PROMISED LAND CLAUDE BROWN               00793016
*SETTING       COLLEGE - INDEPENDENT                                     00793010
*MATERIALS     BLANK                                                     00793005
*LEVEL         ALL GRADES                                                00793008
*GENERAL!      ALL CANDIDATES                                            00793007
*HOURS         BLANK                                                     00793006
*EVALUATION    TRAINEE SELF REPORT,                                      00793021
*FILE          READINGS  KNOWLEDGE GATHERING  DRUG ADDICT                00793009
```

```
*OBJECTIVES    TO BETTER UNDERSTAND THE CURRENT SOCIAL SCENE AND TO BE   00794018
               ABLE TO DEAL WITH NEGROES AS HUMAN BEINGS BEING NEITHER   00794019
               SOLCITIOUS NOR ABUSIVE, AND ALSO TO BE ABLE TO HELP       00794020
               STUDENTS TO BETTER RELATE WITH NEGROES IN THE CLASSROOM   00794021
               AND COMMUNITY,                                            00794022
*PREREQUISITES BLANK                                                     00794023
*EXPERIENCE    THE FOLLOWING BOOKS WILL BE PLACED ON RESERVE FOR THE     00794011
               TRAINEES,  THE TRAINEE WILL READ WHICH EVER HE AND HIS    00794012
               ADVISOR HAVE DETERMINED WOULD BE OF HELP TO HIM,          00794013
               INVISIBLE MAN - ALLISON                                   00794014
               MALCOLM  X  - AUTOBIOGRAPHY                               00794015
               BLACK LIKE ME   -   GRIFFETH                              00794016
               GO TEEL IT ON THE MOUNTAIN  -  JAMES BALDWIN              00794017
SETTING        COLLEGE  -  INDEPENDENT                                   00794010
*MATERIALS     BLANK                                                     00794005
*LEVEL         ALL GRADES                                                00794008
*GENERAL!      ALL CANDIDATES                                            00794007
*HOURS         BLANK                                                     00794006
*EVALUATION    TRAINEE SELF REPORT AND ULTIMATE CLASSROOM BEHAVIOR,      00794024
*FILE          READINGS   NEGROES   SOCIAL INTERACTION                   00794009
```

```
*OBJECTIVES    TO HELP THE TEACHER UNDERSTAND THE OUT LOOK AND           00795023
               ATTITUDES OF INMATES AND TO INFER WAYS IN WHICH THEIR     00795024
               HIDDEN POTENTIAL MIGHT HAVE BEEN BETTER USED,             00795025
*PREREQUISITES BLANK                                                     00795026
*EXPERIENCE    THE FOLLOWING BOOKS WILL BE PLACED ON RESERVE FOR THE     00795011
               TRAINEE,  THE TRAINEE WILL READ WHICHEVER HE AND HIS      00795012
               ADVISOR HAVE DETERMINED WOULD BE OF HELP TO HIM,          00795013
               BIRD MAN OF ALCATRAZ                                      00795014
               HELL HOLE                                                 00795015
               STREET CORNER SOCIETY  WHITE                              00795016
               COTTAGE SIX  POLSKI                                       00795017
               CALL GIRL                                                 00795018
```

```
                FORTUNE AND MEN≠S EYES  (PLAY)                           00795019
                THE FOLLWO                                               00795020
                THE FOLLOWING MOVIES WILL ALSO BE AVIALABLE - CAGED COOL 00795021
                WORLD   BIRD MAN OF ALCATRAZ                             00795022
*SETTING        COLLEGE  -  INDEPENDENT                                  00795010
*MATERIALS      BLANK                                                    00795005
*LEVEL          ALL GRADES                                               00795008
*GENERAL        ALL CANDIDATES                                           00795007
*HOURS          BLANK                                                    00795006
*EVALUATION     TRAINEE SELF REPORT,                                     00795027
*FILE           READINGS   PRISONS LIFE   ACADEMIC FULFILLMENT           00795009

*OBJECTIVES     THE CANDIDATE WILL BE ABLE TO EMPATHIZE WITH PUPILS      00796020
                WHOSE PARENTS HAVE UNDERGONE DIVORCE OR ARE LIVING IN    00796021
                MARITAL STRESS,  THE TRAINEE WILL BE LESS FRIGHTENED OF  00796022
                MARRIAGE AND THE RISKS INVOLVED,                         00796023
*PREREQUISITES BLANK                                                     00796024
*EXPERIENCE     THE FOLLOWING BOOKS WILL BE PLACED ON RESERVE FOR THE    00796011
                TRAINEE,  THE TRAINEE WILL READ WHICH EVER HE AND HIS    00796012
                ADVISOR HAVE DETERMINED WOULD BE OF HELP TO HIM,         00796013
                WHO≠S AFRAID OF VIRGINIA WOLFE                           00796014
                THE GRADUATE                                             00796015
                RUN RABBIT RUN  UPDIKE                                   00796016
                REVOLUTIONARY ROAD      YATES                            00796017
                THE ARRANGEMENT     KAZAN                                00796018
                GAMES PEOPLE PLAY      BERNE                             00796019
*SETTING        COLLEGE  -  INDEPENDENT                                  00796010
*MATERIALS      BLANK                                                    00796005
*LEVEL          ALL GRADES                                               00796007
*GENERAL        ALL CANDIDATES                                           00796006
*EVALUATION     TRAINEE SELF REPORT,                                     00796025
*FILE           READINGS   FAMILY RELATIONS   MARRIAGE                   00796008

*OBJECTIVES     TO HELP TRAINEE BE LESS FIGHTENED AND MORE KNOWLEDGEABLE 00797013
                ABOUT DISEASE,                                           00797015
*PREREQUISITES BLANK                                                     00797016
*EXPERIENCE     A SERIES OF LECTURES WILL BE PREPARED DEALING WITH MAJOR 00797011
                HEALTH ISSUES OF TODAY,  TOPICS INCLUDE  VENEREAL DISEASE,00797012

                HEART AILMENT, CANCER, ETC,                              00797013
*SETTING        COLLEGE  -  INDEPENDENT                                  00797010
*MATERIALS      BLANK                                                    00797005
*LEVEL          ALL GRADES                                               00797008
*GENERAL        ALL CANDIDATES                                           00797007
*HOURS          BLANK                                                    00797006
*EVALUATION     TRAINEE SELF REPORT ON OWN AND SOME EVIDENCE TO          00797017
                INTELLIGENTLY DISCUSS THIS WITH PUPILS,                  00797018
*FILE           HEALTH ISSUES   DISEASE   KNOWLEDGE OF HEALTH AREAS      00797009

*OBJECTIVES     THE TRAINEES WILL HAVE LEARNED TO BETTER RELATE TO       00798019
                PSYCHOTIC PEOPLE WITHOUT FEELING OR COMMUNICATING FEAR   00798020
                OR DISGUST,  HE WILL BE EQUIPPED TO ANSWER QUESTIONS     00798021
                PUPILS RAISE REGARDING INSANITY BUT MOST IMPORTANT       00798022
                IS THAT IT PUTS ANOTHER HUMAN CONDITION IN TO FOCUS,     00798023
*PREREQUISITES BLANK                                                     00798024
*EXPERIENCE     THE FOLLOWING BOOKS WILL BE PLACED ON RESERVE FOR THE    00798012
                TRAINEES,  THE TRAINEE WILL READ WHICHEVER HE AND HIS    00798013
                ADVISOR HAVE DETERMINED WOULD BE OF HELP TO HIM,         00798014
                I NEVER PROMISED YOU A ROSE GARDEN  HANNAH GREEN         00798015
                THE SMOKE PIT                                           00798016
                DAVID AND LISA                                          00798017
                ONE FLEW OVER THE CUCKOO≠S NEST   K, KESEY              00798018
*SETTING        COLLEGE  -  INDEPENDENT                                 00798011
*MATERIALS      BLANK                                                   00798005
*LEVEL          BLANK                                                   00798009
*GENERAL:       ALL                                                     00798007
*GENERAL:       BLANK                                                   00798008
*HOURS          BLANK                                                   00798006
*EVALUATION     TRAINEE SELF REPORT,                                    00798025
*FILE           READINGS  MENTAL DISEASE  HOW TO DEAL WITH EMOTIONS     00798010
```

```
*OBJECTIVES     THE TRAINEE WILL BE INTRODUCED TO AN AREA TO WHICH      00799017
                HE HAD PREVIOUSLY BEEN CONFUSED, FRIGHTENED OR IGNORANT 00799018
                PROBABLY UNABLE TO OR UNWILLINGLY TO ADAPT OR RELATE    00799019
                OR ADEQUATELY RESPOND TO QUESTIONS FROM PUPILS,         00799020
*PREREQUISITES BLANK                                                    00799021
*EXPERIENCE     THE FOLLOWING BOOKS WILL BE PLACED ON RESERVE FOR THE   00799011
                TRAINEE,  THE TRAINEE WILL READ WHICH EVER HE AND HIS   00799012
                ADVISOR HAVE DETERMINED WOULD BE OF HELP TO HIM,        00799013
                THE FOX   D.H, LAWRENCE                                 00799014
                LAST EXIT TO BRROKLYN                                   00799015
                ANTONIO≠S ROOM    JAMES BALDWIN                         00799016
*SETTING        COLLEGE  -  INDEPENDENT                                 00799010
*MATERIALS      BLANK                                                   00799005
*LEVEL          ALL GRADES                                              00799008
*GENERAL:       ALL CANDIDATES                                          00799007
*HOURS          BLANK                                                   00799006
*EVALUATION     TRAINEE SELF REPORT,                                    00799022
*FILE           READINGS   HOMOSEXUALITY  INSTRUCTION TO CHILDREN       00799009
```

```
*OBJECTIVES     TO HELP THE TRAINEE BECOME AWARE OF LIFE IN OTHER       00800017
                CULTURES SO THAT HE PRESENTS TO HIS PUPILS A MODEL OF AN 00800018
                INFORMED ADULT AND ONE WHO CAN BE COMFORTABLE WITH MANY 00800019
                KINDS OF PEOPLE,                                        00800020
*PREREQUISITES BLANK                                                    00800021
*EXPERIENCE     THE FOLLOWING BOOKS WILL BE PLACED ON RESERVE FOR THE   00800011
                CANDIDATES,  THE TRAINEE WILL READ WHICH EVER HE AND    00800012
                HIS ADVISOR HAVE DETERMINED WOULD BE OF HELP TO HIM,    00800013
                TO KILL A MOCKINGBIRD  -  HARPER LEE                    00800014
                BEYOND THE BELTING POT  -  GLAZES                       00800015
                POFOK   -   THE CHOSEN                                  00800016
*SETTING        COLLEGE  -  INDEPENDENT                                 00800010
*MATERIALS      BLANK                                                   00800005
*LEVEL          ALL GRADES                                              00800008
*GENERAL:       ALL CANDIDATES                                          00800007
*HOURS          BLANK                                                   00800006
*EVALUATION     TRAINEE SELF REPORT,                                    00800022
*FILE           READINGS   MODELING BEHAVIOR  INTERPERSONAL REACTIONS   00800009
```

```
*OBJECTIVES     THE TRAINEE WILL HAVE LEARNED TO EMPATHIZE WITH THE     00801015
                CONDITION DESCRIBED BUT AT THE SAME TIME TO HAVE        00801016
                LESS FEAR OF BEING EXPOSED TO THOSE GRIEVING,           00801017
*PREREQUISITES  BLANK                                                   00801018
*EXPERIENCE     THE FOLLOWING BOOKS WILL BE PLACED ON RESERVE FOR THE   00801011
                TRAINEES,  THE TRAINEE WILL READ WHICH EVER HE AND HIS  00801012
                ADVISOR HAVE DETERMINED WOULD BE OF HELP TO HIM,              00801013
                DEATH OF A MAN    L.T, WERTENKAKER                            00801014
*SETTING        COLLEGE  -  INDEPENDENT                                       00801010
*MATERIALS      BLANK                                                         00801005
*LEVEL          ALL GRADES                                                    00801008
*GENERAL        ALL CANDIDATES                                                00801007
*HOURS          BLANK                                                         00801006
*EVALUATION     TRAINEE SELF REPORT,                                          00801019
*FILE           READINGS DEATH GRIEF                                          00801009
```

```
*OBJECTIVES     THE TRAINEE WILL HAVE LEARNED TO RELATE TO HANDICAPPED        00802018
                PEOPLE WITHOUT FEELING OR COMMUNICATING SHOCK OR DISGUST,     00802019
                HE WILL HAVE A MORE REALISTIC APPRAISAL OF WHAT THE           00802020
                HANDICAPPED CAN AND CANNOT DO,                                00802021
*PREREQUISITES BLANK                                                          00802022
*EXPERIENCE     THE FOLLOWING BOOKS WILL BE PLACED ON RESERVE FOR THE         00802011
                TRAINEES,  THE TRAINEE WILL READ WHICH EVER HE AND HIS        00802012
                ADVISOR HAVE DETERMINED WOULD BE OF HELP TO HIM,              00802013
                THE IDIOT  -  B, MALAMUD (SHORT STORY)                        00802014
                LIGHT IN THE PIAZZA                                           00802015
                PATCH OF BLUE                                                 00802016
                JOE EGG  (PLAY)                                               00802017
*SETTING        COLLEGE  -   INDEPENDENT                                      00802010
*MATERIALS      BLANK                                                         00802005
*LEVEL          ALL GRADES                                                    00802008
*GENERAL        ALL CANDIDATES                                                00802007
*HOURS          BLANK                                                         00802006
*EVALUATION     TRAINEE SELF REPORT,                                          00802023
*FILE           READINGS  HANDICAPPED  COMMUNICATION                          00802009
```

```
*OBJECTIVES     THIS WILL HELP THE TRAINEES LEARN ABOUT AND BE LESS           00803018
                FRIGHTENED OR LESS INDIFFERENT TO THE CASE OF BIRTH           00803019
                AND BIRTH CONTROL,  THE TRAINEE SHOULD BE ABLE TO BETTER      00803020
                RESPOND TO PUPILS INQUIRIES,                                  00803021
*PREREQUISITES BLANK                                                          00803022
*EXPERIENCE     BROCHURES ON THE FOLLOWING WILL BE AVAILABLE TO THE           00803011
                TRAINEES,  EACH WILL EXPLAIN THEIR POSITION                   00803012
                MARGARET SANGER CLINIC                                        00803013
                PLANNED PARENTHOOD ASSOCIATION                                00803014
                CATHOLIC CHURCH                                               00803015
                CONSUMERS REPORT ON BIRTH CONTROL METHODS TO BE AVAILABLE     00803016
                TO THE CANDIDATE,                                             00803017
*SETTING        COLLEGE  -  INDEPENDENT                                       00803010
*MATERIALS      BLANK                                                         00803005
*LEVEL          ALL GRADES                                                    00803008
*GENERAL        ALL CANDIDATES                                                00803007
*HOURS          BLANK                                                         00803006
*EVALUATION     TRAINEE SELF REPORT,                                          00803023
*FILE           READINGS  BIRTH CONTROL  RELATE INFORMATION TO CHILDREN       00803009
```

```
*OBJECTIVES     TO HELP TRAINEE BE BETTER ACQUANITED WITH THE REALITIES OF00804016
                OLD AGE,                                                      00804017
*PREREQUISITES BLANK                                                          00804018
*EXPERIENCE     THE FOLLOWING BOOKS WILL BE PLACED ON RESERVE FOR THE         00804011
                TRAINEES,  THE TRAINEE WILL READ WHICHEVER HE AND HIS         00804012
                ADVISOR HAVE DETERMINED WOULD BE OF HELP TO HIM,              00804013
                DEATH OF A SALESMAN    MILLER (PLAY)                          00804014
                SAVE ME A PLACE IN FOREST LAWN      (TV PLAY)                 00804015
```

```
*SETTING        COLLEGE  -  INDEPENDENT                                  00804010
*MATERIALS      BLANK                                                    00804005
*LEVEL          BLANK                                                    00804008
*GENERAL        BLANK                                                    00804007
*HOURS          BLANK                                                    00804006
*EVALUATION     TRAINEE SELF REPORT,                                     00804019
*FILE           READINGS   AGED   DEATH                                  00804009
```

```
*OBJECTIVES     THE TRAINEE WILL LEARN TO BE MORE CONFIDENT              00805019
                IN DEALING WITH SEXUAL TOPICS AND FEELINGS OF SEXUALITY  00805020
                IN HIMSELF AND IN OTHERS,                                00805021
*PREREQUISITES  BLANK                                                    00805022
*ESPERIENCE     THE FOLLOWING BOOKS WILL BE PLACED ON RESERVE FOR THE    00805011
                TRAINEE AND THE TRAINEE WILL READ WHICH EVER HE AND HIS  00805012
                ANDVISOR HAVE DETERMINED WOULD BE OF HELP TO HIM,        00805013
                EXCERPTS FROM LADY CHATTERLY*S LOVER   D,H, LAWRENCE     00805014
                DIARY OF ANNE FRANK   ANNE FRANK                         00805015
                PLAYBOY FOUND    MASTERS AND JOHNSON DISCUSSING THEIR WORK00805016
                PORNOGRAPHY AND THE LAW   KRONHAUSER                     00805017
                JOY    WM SCHUTZ                                         00805018
*SETTING        COLLEGE  -  INDEPENDENT                                  00805010
*MATERIALS      BLANK                                                    00805005
*LEVEL          ALL GRADES                                               00805008
*GENERAL        ALL CANDIDATES                                           00805007
*HOURS          BLANK                                                    00805006
*EVALUATION     TRAINEE SELF REPORT,                                     00805023
*FILE           READINGS   SEXUALITY   LIVING FULLEST LIFE               00805009
```

```
*OBJECTIVES     TRAINEES WILL BEGIN TO RECOGNIZE THE KINDS OF STUDENTS   00806022
                AND CLASSROOM SITUATIONS WHICH ARE OF CONCERN TO THEM OR 00806023
                WHICH THEY FEAR AND WHICH THEY FEEL COMFORTABLE WITH,    00806024
                THEY WILL LEARN ABOUT THE VARIOUS WAYS IN WHICH THEIR PEER00806025
                S FEEL AND THEY WILL HAVE HEARD ABOUT WAYS OF COPING OTHER00806026
                THAN HIS OWN,                                            00806027
*PREREQUISITES MODULES 776 THROUGH 782                                   00806028
*EXPERIENCE     TRAINEES WATCH FILM ENTITLED STUDENTS TO TEACHERS,       00806012
                AFTER VIEWING THE FIRST TWO SCENES, THEY ARE ASKED BY THE 00806013
                GRADUATE ASSISTANT TO DISCUSS THEIR FEELINGS THE STIMULUS 00806014
                FILM EVOKED IN THEM DURING THE SIMULATION EXERCIZES,     00806015
                THEY WILL ALSO BE ASKED TO DESCRIBE THEIR PROBABLE       00806016
                REACTIONS TO SUCH SITUATIONS AND TO SPECULATE ABOUT      00806017
                ALTERNATIVE REACTIONS IN DEALING WITH THE CHILDREN IN THE 00806018
                TWO SCENES,  TRAINEES WILL THEN VIEW THE FIRST TWO       00806019
                SCENES IN EACH OF THE THREE MAJOR TYPES OF FILM SEQUENCE, 00806020
                FOLLOWING EACH VIEWING WITH GROUP DISCUSSN AS ABOVE,     00806021
*SETTING        COLLEGE  -  SMALL GROUP                                  00806011
*MATERIALS      FILM OF NEGRO AND WHITE CALLED STUDEN TO TEACHERS IPR ROOM00806005
*LEVEL          ALL GRADES                                               00806008
*GENERAL        ALL CANDIDATES                                           00806007
*HOURS          4                                                        00806006
*EVALUATION     TRAINEES ABILITY TO DESCRIBE CLASSROOM SITUATIONS WHICH  00806029
                CONCERN HIM OR HAD CONCERNED HIM,                        00806030
*FILE           FEELINGS  FILM VIEWING ON EMOTIONS  RECOGNITION OF       00806009
                TROUBLED STUDENTS                                        00806010
```

```
*OBJECTIVES     IN ADDITION TO LEARNING MORE ABOUT HIS AND HIS PARTNER*S 00807016
                REACTIONS AND COPING BEHAVIOR, THE TRAINEE WILL HAVE     00807017
                LEARNED WHAT HE LOOKS LIKE UNDER CLASSROOM INTERPERSONAL 00807018
```

```
                 STRESS SIMULATION,  HE WILL SEE HIMSELF IN THE WAY THE      00807019
                 PUPIL WOULD HAVE SEEN HIM,                                  00807020
*PREREQUISITES MODULES 776-806                                               00807021
*EXPERIENCE      TRAINEE WATCHES THE NEXT 2 SCENES IN EACH OF THE FOUR       00807011
                 MAJOR SEQUENCES OF THE STUDENTS TO TEACHERS FILM,  THEY     00807012
                 ARE VIDEORECORDED AND ENGAGE IN MUTUAL RECALL SESSIONS      00807013
                 AFTER EACH VIEWING OF 2 SCENES,  THUS FOUR RECALL SESSIONS00807014
                 ARE REQUIRED TO COMPLETE THIS MODULE,                       00807015
*SETTING         COLLEGE  -  INDEPENDENT                                     00807010
*MATERIALS       IPR ROOM                                                    00807005
*LEVEL           ALL GRADES                                                  00807008
*GENERALI        ALL CANDIDATES                                              00807007
*HOURS           2                                                           00807006
*EVALUATION      TYPICALLY TRAINEE DESCRIBE CHANGES THEY WOULD LIKE TO       00807022
                 MAKE IN THEIR REACTIONS,                                    00807023
*FILE            RECALL SESSION  COPING BEHAVIOR   CLASSROOM SINESS          00807009
```

```
*OBJECTIVES      AS IN PREVIOUS TWO MODULES BUT WITH INCREASED AWARENESS     00808018
                 OF INTENSITY FELT DURING DIFFERENT CONDITIONS,              00808019
*PREREQJISITES MODULES 776-808                                               00808020
*EXPERIENCE      EACH TRAINEE ALONE, WATCHES REMAINING SCENES OF FILM        00808011
                 STUDENTS TO CHILDREN,   TRAINEE IS VIDEORECORDED AS HE WA-00808012
                 TCHES EACH SET OF 2 SCENES,  HIS HEART RATE IS RECORDED     00808013
                 VIA THE TELEMETRIC DEVICE AS IS HIS PALMAR SKIN             00808014
                 CONDUCTANCE,  THIS VIDEO RECORDING IS PLAYED BACK           00808015
                 AFTER EACH PAIR OF SCENES AND THE TRAINEE REVIEWS THE       00808016
                 TAPE ALONE,                                                 00808017
*SETTIN3         COLLEGE  -  INDEPENDENT                                     00808010
*MATERIALS       IPR ROOM                                                    00808005
*LEVEL           ALL GRADES                                                  00808008
*GENERAL         ALL CANDIDATES                                              00808007
*HOURS           1 1/2                                                       00808006
*EVALUATION      TRAINEE SELF REPORT TO GRADUATE ASSISTANTS IPR PROFESSOR    00808021
                 VERBAL RESPONSE TO QUESTION WAS THAT WORTH THE TIME YOU     00808022
                 SPENT ON IT,                                                00808023
*FILE            FEELINGS RECOGNITION   COPING   STRESS REACTIONS            00808009
```

```
*OBJECTIVES      TO LEARN ABOUT ONE≠S FEELINGS AND THOUGHTS WHICH ENJOYED    00809018
                 IN THE TEACHING PROCESS,  TO LISTEN TO ANOTHER≠S REACTIONS00809019
                 TO ONE≠S TEACHING PROCESS AND STRATEGIES,  TO EXAMINE       00809020
                 ONE≠S OWN REACTIONS TO BEING TAUGHT,  FINALLY TO USE THESE00809021
                 TO IMPROVE ONE≠S TEACHING ABILITY,                          00809022
*PREREQUISITES  MODULES 776-808                                              00809023
*EXPERIENCE      TRAINEES SELECT PARTNER FROM AMONG THE OTHER TRAINEES,      00809012
                 TRAINEES TAKE TURNS TEACHING EACH OTHER ANY SPECIAL AREA    00809013
                 OF KNOWLEDGE THEY HAVE HWICH THEY THINK MIGHT BE OF         00809014
                 INTEREST TO THE OTHER,  A MUTUAL RECALL SESSION FOLLOWS,    00809015
                 TRAINEES THEN SWITCH ROLES,  THE SECOND TRAINEE NOW         00809016
                 TEACHES THE FIRST AGAIN A MUTUAL RECALL SESSION FOLLOWS,    0080907
*SETTING         COLLEGE  -  SMALL GROUP                                     00809011
*MATERIALS       IPR ROOM                                                    00809005
*LEVEL           ALL GRADES                                                  00809008
*GENERALI        ALL CANDIDATES                                              00809007
*HOURS           2                                                           00809006
*EVALUATION      OBSERVATIONS OF NEXT REAL TEACHING SESSION,                 00809024
*FILE            TEACHING PROCESS   FEELINGS CONSERNING TEACHING             00809009
                 IGNORE INSTRUCTION                                          00809010
```

```
*OBJECTIVES     TO LISTEN TO ONE≠S IMPACT ON A REAL PUPIL,  TO GET          00810021
                IMMEDIATE FEEDBACK ON WHERE ONE≠S TECHNIQUES WERE           00810022
                EFFECTIVE TO PROMOTE LEARNING AND THE KIND OF GENERAL       00810023
                IMPACT THE TRAINEE HAD,                                     00810024
*PREREQUISITES BLANK                                                        00810025
*EXPERIENCE     TRAINEE CONDUCTS A TUTORIAL SESSION I                       00810012
*EXPERIENCE     TRAINEE CONDUCTS A TUTORIAL SESSION WITH PUPIL FROM LAN-    00810013
                SING SCHOOLS WHO NEEDS TUTORIAL HELP,  AT END OF 40 MINUTE00810014
                SESSION A SECOND TRAINEE INTERROGATES THE PUPIL APPROX-     00810015
                IMATELY 20 MINUTES,  THE FIRST TRAINEE EITHER OBSERVES THE00810016
                RECALL SESSION THROUGH THE ONE-WAY MIRROR OR LATER          00810017
                LISTENS TO AN VIDEO RECORDING OF THE RECALL SESSION,  AT    00810018
                ANOTHER TIME FIRST TRAINEE SERVES AS INTERROGATOR FOR       00810019
                SECOND TRAINEE AND THAT TRAINEE≠S STUDENT,                  00810020
*SETTING        COLLEGE  /  INDEPENDENT                                     00810011
*MATERIALS      IPR ROOM                                                    00810005
*LEVEL          ALL GRADES                                                  00810008
*GENERAL        ALL CANDIDATES                                              00810007
*HOURS          1                                                           00810006
*EVALUATION     IF WARRANTED THE TRAINEE WILL PLAN AND MAKE CHANGES         00810026
                IN HIS TUTORIAL SESSION WITH THE ONE OR OTHER PUPIL,        00810027
*FILE           TUTORIAL METHODS   FEEDBACK ON TECHNIQUES   IMPACT          00810009
                ON OTHERS,                                                  00810010
```

```
*OBJECTIVES     PRACTICE IN TRYING OUT NEW TEACHER TECHNIQUES, GETTING      00811015
                FEEDBACK ON EFFECTIVENESS AND IMMEDIATELY TRYING NEW        00811016
                BEHAVIOR IF NEEDED,  PRACTICE AT ESTABLISHING MORE OPEN     00811017
                COMMUNICATION WITH CHILDREN SO THAT CHILD CAN REPORT        00811018
                BACK ON WHAT HAS OR HAS NOT BEEN LEARNED AND WHAT           00811019
                IMPACT THE TEACHER IS HAVING ON PUPIL,                      00811020
*PREREQUISITES MODULES 776-810                                              00811021
*EXPERIENCE     TRAINEE AGAIN TUTORS A PUPIL PREFERABLY A NEW ONE,  THE     00811011
                40 MINUTE SESSION IS VIDEOTAPED,  THIS TIME TRAINEES AND    00811012
                PUPILS TOGETHER ENGAGE IN MUTUAL RECALL FOLLOWED IMME-      00811013
                DIATELY BY A SECOND BRIEF TUTORIAL,                         00811044
*SETTING        BLANK  -  INDEPENDENT                                       00811010
*MATERIALS      BLANK                                                       00811005
*LEVEL          ALL GRADES                                                  00811008
*GENERAL        ALL CANDIDATES                                              00811007
*HOURS          1 1/2                                                       00811006
*EVALUATION     THE EFFECTIVENESS OF THE ENTIRE SERIES OF MODULES WILL      00811022
                BE DETERMINED BY THE TRAINEE≠S COMPETENCE IN HIS INITIAL    00811023
                STUDENT - TEACHING EXPERIENCE,                              00811024
*FILE           TUTORIAL METHODS  FEEDBACK  COMMUNICATION                   00811009
```

FIELD EXPERIENCES

Those instructional activities which take place away from the campus of the collegiate institution are arbitrarily classified as field experiences. In general, the designation "field" has to do with either the elementary school (and pre-school) or some aspect of the organized community which relates to the school or to the teacher's understanding of the community's children.

In this report there are three categories of field experiences:

1. Certain clinical experiences which take place in the elementary and pre-school rather than on the collegiate campus.
2. Adjunct experiences which are specific field assignments for non-clinical studies.
3. Various enriching experiences which make distinct contributions to the liberal education of the teacher. (This category contains essentially a less structured set of experiences which are neither clinical nor adjunct.)

Inasmuch as the clinical experiences are treated comprehensively in an earlier section of the report, they are omitted from specific consideration in the Field Experiences section. Again, the term clinical is not interchangeable with field, although many clinical experiences are, or can be, field experiences.

Experience modules describing clinical experiences which are also field experiences are filed in the information retrieval system under the following accession numbers.

2505
2531
2550
2573
2579

Field experiences classified as adjunct experiences have the common characteristic of being dependent or subordinate to some in-class activity. Thus an adjunct field experience is less an end in itself than it is an instrumentation of some demand for field application or field input structured in response to the needs of an in-class module or series of modules.

Herein lies an instructional management problem common to virtually all of education at all levels: how to get the timely mix of in-class and field experiences. In recent years the educational professional has shown increased awareness of the value of supporting in-class instruction with field experiences. Field trips of many sorts are seen as a justifiable if not absolutely essential part of the instructional management scheme. Field trips and field experiences in general are defended for their relevancy to the learnings which are commonly valued, yet the timeliness of the field experience and the nature of the mix are rarely optimized. One field trip is expected to do many things: to reinforce previous learning through increasing the learner's awareness of the application, to deepen insights into the meanings of facts, to stimulate new curiosity and motives for inquiry. That field experiences can perform all these functions, no matter how haphazardly, is some sort of commendation for their use. The issue is not whether field experiences should be used, but rather for what should they be used, and how can they be made more effective.

ILLUSTRATION: TRAINING INNER CITY TEACHERS

With reference to the classroom studies which they parallel, field experiences are both output and input. Field experiences are output in the sense that classroom learnings can be applied here, either to enable understandings or to provide a basis for active involvement. Field experiences are input in the sense that they provide data for further learnings in classroom studies. This input can do much to bring the significant problems of the contemporary society into the collegiate discussion. Reflecting on the particular needs of the inner city ("urban center"), Dean Harry Rivlin asks,

> How can colleges best prepare teachers to work with disadvantaged children and youth? How can we help teachers to become more expert in working with disadvantaged children and youth? Of course, these objectives need to be further spelled out into their many subquestions so that they become amenable to investigation. It is not enough, for example, to say that those who teach or are about to teach in urban schools should understand the social conditions that affect learning. What are such social conditions? How do they affect learning? What can the teacher do to deal both with the immediate effects in the classroom and with the larger attempts to correct the condition?[20]

He further proposes that understandings and the instructional materials which can make these understandings relevant to the needs of real children in real schools must be developed within a framework of large-scale inquiry on school problems.

> Instead of saying that teachers need to understand anthropology and urban sociology and be able to develop appropriate methods of teaching, let these specialists prepare the instructional materials that college professors can use to develop in their students the appropriate insight and skill.[21]

It is to meet just such needs that the elementary teacher education program described here involves the clinical settings in laboratory and field work. Simultaneously, instructional materials development and training through the use of the materials thus developed go hand-in-hand with clinical studies of the learners and the social, environmental structures in which they exist.

---

[20] Harry N. Rivlin, "The Three Stages of Research in Teacher Education for Urban Centers," Clearinghouse on Urban Teacher Education Report, Vol. 2, p. 2, No. 3-4. Fall-Winter, 1966

[21] Ibid.

Since training teachers for the inner city is of paramount importance today, an extensive illustration of sources of clinical and field experiences appropriate for this task is warranted. Consideration of the following outline of objectives for training inner city school teachers, prepared by participants in the Mott Institute for Community Improvement Elementary Teacher Education Project, August, 1968 should suggest many useful clinical and field experiences.

A. Understanding Life Conditions and Cultures in the Inner City

1. Study the history and role of minority groups in America.

2. Observe minority children in classrooms, observe films and video tapes, and visit the homes of minority children.

3. Become aware of values of Negro culture.

4. Become proficient in critically analyzing minority culture values through the study of video tapes of a school dance, party, rumble.

5. Become proficient in critically analyzing minority or ethnic newspapers or other publications.

6. Know Negro communication patterns and contrast them with middle-class white patterns.

7. Discuss and analyze generally held stereotypes, fears, and misconceptions about minority groups. Discuss how teachers' own values influence this appraisal.

8. Understand how white cultural values penalize Negroes for their cultural values through culture biased tests, etc. Students will take reverse-culture biased tests as a learning experience.

9. Know how community conditions are reflected in the classroom through exposure to overt behavior cues that indicate hidden or misdirected talents, video tapes of angry child venting wrath on the teacher, etc.

10. Compare values of white culture, Negro culture with other minority culture (e. g. Indians immigrating to Los Angeles). Understand that inner city has a culture with different values and norms.

11. Make a cross culture study of a primitive culture.

12. Interview minority group members who have been successful in breaking out of the ghetto and discuss general social conditions, prejudice, "significant other" in their lives.

13. Interviewing practicing school administrators in ghetto schools.

B. Understanding Developmental Aspects of Inner City Children

1. Develop an awareness of the poor self-concept of many inner city children.

2. Understand how self-concept influences all areas of behavior.

3. Develop an awareness of the need and importance of individual attention for inner city children.

4. Develop realistic teacher expectations of inner city children.

5. Develop his own projective techniques and instruments for assessing a student's self-concept.

6. Become proficient in helping children extablish a reasonably acceptable feeling about themselves.

7. Understand that competence comes slowly for children who have been bombarded by conditions and forces beyond their control.

8. Develop an understanding of the outlooks of clinical psychology and pychiatry as he assesses his own reactions to teaching inner city children.

9. Understand how environmental influences greatly enhance or depress intellectual abilities of inner city children.

10. Understand how current diagnostic instruments penalize inner city children.

11. Become proficient in controlling critical factors in the learning environment.

12. Understand the necessity for being genuine and fair in his approach to solving conflicts between children, particularly between children from different ethnic groups.

13. Become efficient in helping children develop control of their verbal behavior in the classroom.

C. School Community Relations

The teacher trainee will:

1. Develop proficiency in adult interview techniques.

2. Develop a case study of an inner city family.

3. Visit a welfare agency and learn the personally degrading procedures that people of the inner city must undergo.

4. Visit homes in the inner city with a nurse, school social worker, home counselor.

5. Spend time with community service agency.

6. Analyze dynamics of inner city community, recognizing sources of community power,

7. Visit day care centers, settlement houses, playgrounds, out-patient health centers, block club meetings to learn the psychological and physiological needs of inner city children.

8. Learn employment opportunities in the inner city community.

D. Classroom Management

The teacher trainee will:

1. Learn by experience and study how non-verbal cues affect responses by students.
2. Learn the legal status of the teaching profession and his responsibilities in the classroom.
3. Understand the importance of the "self-concept" as it relates to the achievement and behavior.
4. Become proficient in the skills needed to diagnose and prescribe an appropriate educational program for each individual.
5. Become proficient in use of effective strategies for dealing with discipline problems unique to inner city classrooms.
6. Recognize critical incidents when the student teacher should intervene in an ongoing teaching-learning process.

E. Schoolwide Planning Organization

The teacher trainee will:

1. Know the basic philosophy, objectives, and goals of the school district and the instructional guides of the district and state.
2. Interview Superintendent of Schools discussing financial organization and problems of school district, with relationships between local, state, and federal governments.

F. Use and Development of Instructional Materials

The teacher trainee will:

1. Become competent in planning and using the multi-media approach to instruction.

2. Create an original instructional material to assist instruction.

3. Become competent in the use of instructional hardware.

4. Become familiar with sources of instructional materials.

5. Visit instructional materials center of the local school district and become familiar with ordering processes.

G. Teaching Communication Skills

The teacher trainee will:

1. Become familiar with dialects and speech patterns of minority peoples, and be able to translate to standard English.

2. Become familiar with the basic vocabulary of dialect and usage of inner city children.

3. Become aware of language patterns to be avoided in speaking with people of minority races.

4. Become competent in teaching English as a "second language."

5. Have experiences in decoding a strange or new language to gain empathy for the problems of minority peoples.

H. Techniques, Instructional Strategies and Methods

The teacher trainee will:

1. Observe and analyze different kinds of teaching skills in inner city classroom.

2. Analyze interraction patterns of inner city classroom.

3. Have own teaching recorded on video tape for analysis with supervising teacher and college teacher.

4. Engage in micro-teaching experiences.

5. Write materials at reading and comprehension level of slower learners.

6. Become competent in the direction of activities of paraprofessionals and lay assistants in the school.

7. Become proficient in structuring classroom situation so that time is available to work with children on an individual basis and a one-to-one conversational basis.

8. Become aware of how cultural patterns affect pupil's progress in inner city schools.

9. Become competent in making lesson plans with reasonable chance for success in the inner city classroom.

I. Adaptation of Curriculum to Disadvantaged Children

1. Observe clinically, or by video tape, classroom activity and movements of inner city children. Compare with outer city school. Film specific lessons in both situations to compare the different appraoches.

2. Understand motivational forces for learners in the inner city. Understand the need for immediate rewards.

3. Become proficient in using curriculum materials usable at the point of academic achievement that inner city children. have. Understand how lack of background and effective learning style necessitates compensatory instruction built into the lesson.

4. Observe various compensatory programs operating locally,

5. Understand the role of the various federal and state programs.

6. Become proficient in involving out-of-school experiences into classroom activities.

7. Understand possibilities for educational enrichment in outdoor education.

8. Become proficient in adapting existing materials to a lower reading and/or comprehension level.

SEQUENCING FIELD EXPERIENCES

Typically, field experiences have been sequenced in some sort of assumed "increasing difficulty." Thus, individualized teaching or tutorial teaching is followed by small-group teaching and this, in turn, by large-group teaching. Whether or not such progression is, in fact, a movement from simple to complex teaching tasks can be debated, but for this project it is assumed not to be thus. As an alternative to this sort of speculation about preferred sequence for field experience, the program model offers a progression from the familiar to the less familiar. The trainee is assumed not to regard elementary school teaching of any sort as "familiar," even though he went through the elementary school some years ago. To build initially upon his recall of childhood experiences seems shaky at best. Instead, it is assumed that he is most familiar with the roles of the teacher and student at the high school level (a recent experience) and with the roles of professor and student at the college level (a current experience).

Logical progression from the "act of observing" to the "act of teaching" also seems to be indefensible. Until the trainee begins to see as a teacher sees, it is unlikely that worthwhile generalizations can be derived from extended observations of the elementary teacher at work. Thus it is a contention of the program model that the most meaningful field experiences are apt to be those in which some sort of active or participatory role is played by the trainee.

Vice-Chancellor Haskew of The University of Texas has been credited with the observation that the most important mistake in teacher education is in giving fine answers to questions students don't yet have. There is important truth here; until a student begins to learn much about himself as a teacher, it is hard for him to learn much about teaching by watching teachers. He is much too busy continuing his identification as a student. Part of the answer is to be found in earlier contact with pupils in a teacher-related role; observing from the rear of a classroom doesn't do much for the student.

FIELD EXPERIENCES FOR COMMUNITY UNDERSTANDING--The "community" within which the school functions is more than an abstraction. College students notoriously see "community" in remote terms within academic contexts. The reality of the community is people and the agencies (formal and informal) which serve them. As an extension of that aspect of liberal education so very critical to the teacher's sensitivity and value formation there is provided a set of field experiences adjunct to course work in social science and professional uses of knowledge. These field experiences are intended to provide first-hand acquaintance with a variety (not necessarily the same variety for each student) of the agencies and human welfare roles which are functioning within a given community.

A list of possibilities for active participation complied for this program model by Mrs. Elizabeth W. Cady of the Central Volunteer Bureau, United Community Services of Metropolitan Detroit, follows. An implementing institution should seek liaison with such a clearinghouse for volunteer services and arrange for its trainees to enroll for a quota of such community service activity during the first two years of this program. (During the last two years, the coordination of such community experiences would be transferred to the participating clinic-schools).

SHARING "KNOW HOW": introduce young and elderly to the creative pleasures of crafts, painting, music, woodworking, electronics, sewing, cooking, good grooming.

GROUP LEADERSHIP: help children or adults engage in active sports, indoor games, trips to places of interest, camping, dancing, choral singing, hobbies, discussion sessions.

PERSON TO PERSON OUTREACH: visit the lonely, tutor disadvantaged children, read to blind students or caseworkers, act as Big Brother or Big Sister to a fatherless child, counsel teenagers on careers, share inter-cultural family experiences, help prevent a suicide.

CARE FOR PEOPLE: assist the sick or aged in a hospital or hursing home; or assist the mentally ill, retarded and physically handicapped with rehabilitation for living.

DRIVING: use your car to give needy patients a lift to treatment centers, transport infants to foster homes, take oldsters or youngsters on an outing.

OFFICE DUTIES: handle telephone inquiries, type and file, assist with large mailings, act as an interviewer or receptionist, coordinate services or records.

COMMUNICATIONS: write feature stories or TV spot announcements, illustrate pamphlets, edit newsletters, take photographs, speak before groups or on the air.

PROJECTS FOR GROUPS: offer direct service to people on a regular or occasional plan; make, collect or provide gift items to meet the countless unbudgeted needs of our health and welfare agencies.

THE CLINIC-SCHOOL NETWORK

Within the state or region served by the implementing institution, local school agencies (school districts) must be identified and articulated with the teacher education program. It is contended in this program model that laboratory schools on campus and the sort of upper middle class suburban schools in which so much student teaching has taken place in the past are poor substitutes for a network of schools representative of the sort of schools (and the distribution of schools) to which the trainees will go upon graduation. Since the inner city constitutes such a challenge to the educational enterprise, it seems reasonable and responsible to seek out a high proportion of schools within the inner city in which to establish clinical and field experiences for trainees.

The clinic-school is a school in which training and research are constantly in process. There are always openings in the long and short-range staffing plans of the school for sets of interns. There is appropriate equipment (particulary television taping equipment) for providing feedback to interns and practicum trainees. There are special small rooms for micro-teaching used particularly by the visiting practicum trainees. (Clinic-schools near the campus are reserved for a higher proportion of visiting field experiences.)

The entire faculty and staff of a clinic-school is involved in instructional improvement. Development themes and problems are defined by the faculty for long-term attention. Within a network of schools one school may be experimenting with new models of teaching-team configuration, another school may be developing an approach to non-graded continuous progress, and another may be implementing and evaluating a set of materials from one of the individualized instruction projects. Associate with each clinic school is at least one research or evaluation faculty member from the university who is responsible for designing appropriate evaluation procedures, and for assuring that what is discovered or concluded in each phase of the clinic-school's development is fed into the university's development and curriculum improvement plans.[22]

The regular teachers in a clinic-school are not all directly associated with the teacher education aspects of the school's work. Most are, however, some are intern consultants, some are hosts and critics (instructors) for the visiting pre-intern trainees, and others are supervising teachers for those students who require a longer practicum to prepare themselves for internship. Some of the teachers are enrolled in the in-service programs of this program model and they are engaged in resourced teaching and applied graduate studies.

THE FUNCTIONS OF A CLINIC-SCHOOL IN RELATION TO EMPHASIS ON BEHAVIORAL SCIENCE --During the past few years behavioral scientists have accumulated a significant body of knowledge relative to human learning in both individual and group settings. This knowledge is potentially useful to the elementary school teacher as she attempts to manage physical, social, and psychological conditions relevant for optimum growth and learning in his pupils, and it is potentially useful to the teacher educator as he helps college students transform themselves from teacher trainee to professional practitioner. One major function of the clinic-school in a teacher education program is to convert this potentially useful knowledge into effectively useful knowledge.

---

[22] An interesting implementation of this sort of a plan to involve clinical teams and whole faculties in school development is described in several documents from "The Maryvale Project" (Fall and Wilson, undated).

The clinic-school is a school where three types of activity are continually in progress:

1. actual pupils are competently taught
2. practical knowledge is systematically accumulated
3. trainees are transformed into professional practitioners.

Although for clarity of discussion it is convenient to isolate these practice, research, and training activities of the clinic-school, it must be remembered that they must be interwined in order to be maximally effective.

The research and evaluation component of the clinic-school is the connecting link between actual school practice and behavioral science. Practitioners, trainees, trainers, and researchers cooperate in gathering relevant psychological and sociological data as the school serves its pupils. These data, which describe specific evaluating school practice are related to the behavioral science knowledge base by research translation teams. Practitioners, trainees, trainers, and researchers can then identify gaps in the knowledge base, to be investigated in auxiliary experimental laboratories, and promising revisions in instructional practice to be investigated in the clinic-school itself.

The research and evaluation component of the clinic-school is also the connecting link between actual training practice and behavioral science. Psychological and sociological data relevant to training is collected in the clinic-school and related to the behavioral science knowledge base by research translation teams. Pratitioners, trainees, trainers, and researchers again can identify gaps in the knowledge base which can be investigated in auxiliary laboratories. They also can develop and test specific clinical experiences which will aid the transformation of the novice trainee into a professional practitioner, as well as continued enhancement of the knowledge and skills of an experienced professional.

The behavioral sciences can contribute not only knowledge useful for managing conditions to achieve optimum school practice or practitioner training; they also can contribute a paradigm of systematic decision-making. The scientist systematically observes his surroundings, systematically relates these observations to other observations, and systematically tests (both logically and empirically) these relationships as he accumulates knowledge. The practitioner follows a similar paradigm as he serves his clients: he diagnoses a situation through systematic observation; he prescribes changes in the situation by systematically relating his observations (diagnosis) to available knowledge, and he tests the relationships (prescriptions) by carefully administering treatment and systematically observing the empirical outcomes. In addition to providing the link between behavioral science knowledge and school practice and practitioner training, the clinic-school is designed to develop this professional clinical behavior style of decision-making within every member of its staff. In particular, emphasis is placed on aiding trainee to make all pratical decisions in this manner, effectively utilizing the many practical, training, and research and development resources available to them.

Contemporary education lacks a basis for consistent decision-making. The intuitive judgment of individual teachers is over-valued. Classrooms are isolated and teachers are autonomous; each teacher is assumed to be a maker of wise decisions. The challenge remains: just how wise are the diverse and far-reaching decisions made by a person who is not in command of the controlling facts in the learning process? Intuitive processes of decision-making can evidently be developed--there is reason to believe that this is what happens in contemporary teacher education. Creating a practitioner education which deliberately couples the skills of insightful decision-making to a more fully comprehended science of learning would enhance teaching beyond the greatest expectations.

DERIVING CLINICAL MATERIALS--Training procedures and data gathering go hand-in-hand in a clinical environment. One of the important functions of the clinic-school is to provide a source for materials which will be used in the pre-clinical and clinical studies. The clinic-school in effect becomes a "studied" school' its teachers and its pupils become sources for the data records, the audio tapes, video tapes, written analyses, and other documents which constitute the feedback link to the training program. Comparisons of the materials from two or more schools in the network becomes a valid and meaningful learning tasks for pre-clinical students. One way to avoid the conclusion that "teaching is teaching is teaching" is for students to study teaching as it is in situation x; to study teaching as it is in y to search for similarities and differences in the two situations; to propose how it might be improved in each of the two situations and to review whether situational variables were taken into account in the two sets of propositions.

Clinical materials for teacher training can be a significant by-product of the clinical research carried on in a clinic-school. Behavioral research in the problems of human learning and in the practice of instruction is a rapidly expanding field. Clinical studies of learning and teaching can be carried on as a fundamental part of the environment in which teachers recieve their practical training. Such clinical research concerns itself with the very problems which practitioners identify; further, it begins with descriptions in the real environments, not just in the highly-controlled and contrived environments of the laboratory. Like teaching itself, clinical research faces up to the ever-present problem of complexity. Solutions are rarely generalizable without many provisions about the wide array of confounding variables. But behavioral research can help to relate research to practice because it acknowledges the proposition that what experience has taught practitioners is worth knowing and there is plenty that is worth knowing about teaching today. Alert practitioners who grow along with the demands of their duties are a powerful resource. We do well to base the starting point in teacher education upon the models of excellent teaching which exist in a large number of public school classrooms.

It is especially clear that those who supervise field experiences are powerful behavior models. We desperately need clinical research to give us a better picture of what these behavior models look like; we then can provide materials and experiences in the pre-clinical phases of teacher education which will communicate these models more rapidly and objectively to the trainees. This approach can provide a clarity which seems now to be lacking. Teacher education can become a set of experiences which enable the student to begin to operate within the framework of the best teaching models we can find in real practice.

With clinical research and the clinic-school's own development projects serving as a safeguard against falling back to mediocrity, we claim that there is much to be said in favor of preparing students to model their teacher behavior on the best of what teachers are really like. It is time to stop using teacher education students as pawns in the battle over what teaching ought to be like. This abstract argument is the cause of much indefiniteness in today's teacher education.

PRE-INTERNSHIP PRACTICUM EXPERIENCES

The practicum experiences are the field and clinical experiences which take place in the schools before internship. They are divided into two general classes: the visiting practicum and the teamed field experiences. According to their needs, all students engage in some of each, but the longer teamed experiences are reserved for those who show particular needs for field experience to help them become ready for the internship.

VISITING PRACTICUM--Short experiences, such as those stipulated in the clinical experience sequence, take place in the particular clinic-schools near the campus where combination of the student's practicum experiences and his academic studies during the same term is feasible. Most visiting practicum experiences are conducted as small group instructional experiences, and these are tape recorded for replay to the trainee on most occasions.

Objectives toward which visiting practicum students work include:

1. Recognize the importance of planning with reference to human variables.

2. Understand the role of planning the sort of environment which will provide opportunities for children to learn.

3. Understand principles of motivating learning.

4. Understand various communication modes: types of questions and responses they elicit, expression of feelings, etc.

5. Understand the distinction between measurement and evaluation.

6. Evaluate the effect of instructional experiences.

7. Evaluate self as teacher.

8. Understand the need for planning as it relates to instructional resources for achieving immediate learning goals.

9. Understand the importance of record-keeping concerning individual pupil progress.

10. Become familiar with the various methods of reporting progress to parents.

11. Understand the individual teacher's role in relationship to all other staff members.

12. Become familiar with procedures for obtaining instructional materials.

13. Become familiar with cumulative records.

14. Recognize factors which relate to planning for physical and sociopsychological climates of learning.

15. Understand principles for employing instructional materials in instructional setting.

16. Operate basic audio-visual equipment.

17. Recognize importance of pupil's experiencing success.

18. Search for causes of behavior within the classroom rather than treating symptoms of causes.

19. Understand principles of classroom organization for instructional purposes.

20. Understand the importance of variety and change of pace in instruction.

21. Recognizes the relationship of physical comfort and learning.

TEAMED FIELD EXPERIENCES--During the third year each trainee is assigned for a short period (two to three weeks) of half-day work with a team of interns and intern consultants. (The trainee arranges all academic courses for either morning or afternoons in order to be available for the teamed field experience as assigned). The participation with the team in a clinic-school provides a continuous experience in planning and evaluating. The intern consultant helps the trainee prepare to carry on some limited continuous teaching responsibility during this period and assesses the trainee's readiness for the internship. If it is judged that the trainee is not yet ready for internship, the teamed field experience can be extended into as many weeks as necessary; reassignment to another team would be possible after the trainee had become satisfacorily competent in the first assignment.

SPECIAL NOTE ON CLINICAL-FIELD SUPERVISION--Success of the trainee is dependent to a large extent upon the personal compatibility between his clinical-field supervisors and himself. This compatibility relates to overt and observable differences in personality, values, style, and career puposes. Often it is less a matter of conflict than a matter of mutual ignorance--ignorance of each other as people.

Meeting the need for greater knowledge, acquaintance, and understanding among the participants in the training team requires special attention. Increased data availablity concerning participants and the exchange of that information for the field and clinical supervisors. This should be then matched by reciprocal information for the trainee concerning those with whom he is working. Exploring the effects and values of exchanging information in more subtle areas of information such as personal philosophy, values, perception of goals, and previous interpersonal relations seems worthwhile.

Just as those preparing to teach are exposed to ways and means of individual and group analysis, to the psychology and development of the young learner, to learning theories and practices which illustrate those theories, so must we more thoroughly prepare supervising personnel with those capabilities. Even more, we must prepare such a mentor to handle simultaneously the tools of analysis as they relate to the novice under his supervision. Such a goal cannot be accomplished under casual systems of selection and assignment.

Economic and personal exigencies have effectively blocked formalized merit systems of any significance within the role of classroom teacher. A systematic program of preparation for a "pool" of clinic-school personnel could bring new vitality and prestige to the roles of supervision and of classroom teaching.

INTERNSHIP

The most intense period of field experience is the internship. During the entire fourth year the trainee is assigned to one of the schools within the clinic-school network where, as an employee of the local education authority (school district), he is on salary and in charge of an elementary classroom or specialist's circuit, according to the program in which he is enrolled. The design suggested for this internship is based upon the Elementary Intern Program (EIP) now in its ninth year of evaluation and development at Michigan State University (and widely copied elsewhere).

EIP began under Ford Foundation support as "STEP", a five-year baccalaureate program characterized by assignment in an off-campus field center for the bulk of the professional studies. Corman and Olmstead describe the original program:[23]

> At least one full-time University faculty member was to make his home in each cooperating "center" and serve as a "resident coordinator". The coordinator would be a permanent staff member, would hold regular academic rank and earn advancement and tenure based on the same criteria used for "on-campus" faculty. He would be directly attached to a department within the College of Education and, though charged with special administrative responsibilities, would be a person competent to teach some part of the professional sequence. The purpose of these stipulations was to underline the College's intention to accord the program and those associated with it full status, and to signal the College's firm commitment that the program not be perceived as a temporary or marginal operation. (Later, when enrollments justified it, "assistant

---

[23] Bernard R. Corman and Ann G. Olmstead, The Internship in the Preparation of the Elementary School Teachers, (East Lansing: College of Education, Michigan State University, 1964), pp. 6-9.

coordinators" were also assigned to the centers. These were advanced doctoral degree candidates appointed on a four-fifths time basis who helped with the advising and instructing of the pre-interns)

Each of the centers was to encompass a single community college and one or more school systems. Students would typically, though not necessarily, attend a community college for their first two years of study. Applicants who had attended Michigan State or any other accredited school would also be accepted but, in any case, those wishing to be admitted would be expected to meet all regular requirements for transfer into the College of Education with junior class standing.

The resident coordinator in each center would organize a screening committee composed of himself and representatives of the school system. (In one center the school representatives were initially chosen from the administrative hierarchy, but in all other centers classroom teachers predominated). Each applicant who met the academic requirements would be interviewed by this screening committee which would decide upon the acceptability of the student as a future member of the profession. One might argue that an interview is hardly a valid method for determining a candidate's potential as a teacher, but no better method exists. (As it turned out, few of the initial applicants were rejected in any event.) The intent, however, was clear those already established in the profession would be asked to take a more active role in determining who should be permitted to prepare for teaching.

The selected students would begin their professional preparation by attending a summer session on the East Lansing campus with their course work concentrated in the liberal arts. At the end of this first summer the student would return to her home center to begin a pre-internship year. The resident coordinator, faculty commuting from campus, and school personnel would direct the students in a period of intensive formal instruction in pedagogy and in related work in the schools. During the first two quarters of this pre-internship year the student would spend about half of each week in direct contact with children and schools, would gradually be given greater responsibility for teaching, and the year would then culminate in a twelve-week full-time student-teaching experience. During the pre-internship year the student would be in a one-to-one relationship with a supervising teacher and, hopefully, would work in a number of different schools and grade levels. The pre-intern would receive no pay and, except for her student teaching term, would earn no college credit for her work in the schools.

At the end of the pre-internship year a second screening would occur and those students retained would return to the university campus for a second summer session. The focus of studies would again shift to the liberal arts.

By the end of the second summer the student would have completed three and a half years of college work and met all existing state certification course requirements in professional education. She would now receive special certification and begin a two-year internship.

As an intern, the student would be fully responsible for a class and perform all of the duties expected of any other beginning teacher. The major difference would be that she would receive the help of a "intern consulant. Persons appointed to this new position were to be employees of the school administrators and the resident coordinator. The intern consultant's sole responsibility would be to guide a number of interns through their first years of teaching: the consultant would neither teach classes of her own nor replace the building principal in the evaluation of the intern. For first-year interns the ratio of consultants to interns would be held to one-to-five; this ratio would expand to one-to-ten during the second internship year. (In many important ways the "intern consultant" position anticipated the "clinical professor" Conant was later to advocate. The principal difference is in the strength of the university connection of the latter.)

In a sense the intern would pay for her consultant's services. During the first year the intern would receive approximately two-thirds of the salary normally paid to a beginning teacher and this would increase to about three-fourths pay during the second year. The difference between what the interns would receive and what an equal number of beginning teachers would have been paid would underwrite the cost of the consultants' salaries (most of whom would be at the upper levels of their system's salary schedule).

The school systems would also absorb the costs of providing classroom space for the pre-interns and offices for the coordinator and consultants. To guard against any balance accruing to the school system--and any legitimate charge that "cheap" teachers were being employed--a clear understanding was to be reached that any savings to the schools were to be ploughed back into the program in the form of higher pay for the interns, scholarships for the pre-interns, or instructional materials for use by the pre-interns. Ford Foundation funds were to be used to establish the nucleus of a professional library in each center, but additions would be made in subsequent years out of the university's regular operating budget.

During the two years of their internship, the students would enroll for the equivalent of a three-credit course each term to be taught in their communities. And, finally, the interns would attend a third campus summer session. At the close of the second year's internship they would be awarded a Bachelor of Arts degree and regular certification as a teacher.

The STEP program has developed from this earliest form the four-year Elementary Intern Program.[24]

In the revised program, as before, a student completes two years of college and then enrolls for a campus summer session. At the end of the summer, however, not all students move to resident centers. About half of those in each class remain on campus for the regular Fall term; the rest return in the Spring after two quarters in the field. A second summer session follows for both groups.

Formal course requirements are identical for students in the internship and regular programs. But the internship students take their methods of teaching courses in the centers and the course, School and Society, after, rather than before, they complete student teaching. The work in teaching methods is presented in a "block" by a "team" of three faculty members commuting from campus, and this study is accompanied by work in the schools, as before. The work in the schools expands into a full-time student teaching experience in the second quarter of the pre-internship.

---

[24] Ibid., pp. 89-91

A two-year internship is no longer mandatory. Following her pre-internship the student completes a single year's internship, although the University may extend the requirement for students who have not reached adequate levels of performance, but give some promise of doing so. Provisions for selecting students, paying the interns, and guiding their practice are similar to those described earlier.

To some extent, the cutback in the internship requirement was a response to a 1963 University-wide reduction in the number of credit hours required for graduation. Other considerations aside this necessitated an adjustment if the disparity in the demands of the internship and campus program was not to become even wider. But it is highly probable that a change to a one-year internship would have been made in any case. Two groups benefited most from the second year; the less able and those who wished to develop their skills beyond simply acceptable levels. The less able have been provided for by reserving the right to extend the internship requirement in individual instances. For the more committed, an alternative proposal is being considered: the development of a new kind of Master's degree program which will extend the core of the internship idea in a way that might justify the granting of graduate level credit. The teacher would be given an opportunity to work on the improvement of her skill and understanding using her own classroom. University personnel would attempt to provide the kind of guidance that characterized the best of the second year intern-consultant relationships.

During their internship year the students in the revised program enroll, in extension, in the six-credit course, School and Society. In this, the students consider the purposes of education, and analyze the impact of the larger society on their endeavors. The progression in the revised program is, thus, from general and liberal education, to an intensive analysis and practice of teaching to a critical examination of the aims of education.

The major effect of the changes made in the initial structure is that a student may now certify in four calendar years while still completing both a pre-internship and paid internship in the schools. Though less demanding, the revised program still asks more of the student than does the campus-based program an added quarter off-campus in addition to student teaching, two summer sessions, and the internship year itself.

There is evidence that the revised program is attractive to students. In the first class enrolled, a larger proportion are students who have completed their first two years at Michigan State rather than at one of the community colleges. Many of these are also students who were in a position to choose the internship option on other than financial grounds. The new program still has little appeal for those who value campus life most highly, but it does make the decision to undertake the internship less difficult for others.

In the program model the fourth year would be devoted to an internship assignment under the direct supervision of an intern consultant (similar in many respects to Conant's "clinical professor" but drawn from the ranks of outstanding elementary school teachers.) The intern consultant's role of close supervision during an entire year is generally regarded as the most important innovative element in the proposed internship model. Careful and meaningful supervision of the intern is provided by competent clinical supervisors, the intern consultants. These consultants, selected from the most able teachers in the cooperating school districts, have developed the preparation of new teachers far beyond the initial expectation. The low ratio of interns to intern consultants (5 to 1) and the closeness and continuity of their relationship has made it possible for very specific help to be offered and accepted. Typically, the consultants have found that at the beginning of the internship they are able to aid the intern in securing teaching materials, in offering support and advice on instructional problems, in demonstrating effective teaching methods and the like. As the intern becomes more secure, the consultant is able to raise the intern's horizons, encourage experimentation and creative solutions of teaching problems, and prevent rountinization. Most importantly, the consultants have helped bridge the gap between the college course work and the public school classroom by helping the intern to relate "theory" and "practice."

In cooperation with his intern consultant, each intern develops a progress achievement plan based upon

1. cooperatively defined standards and goals to guide the intern's development.

2. determination of problem-solving skills which are to be developed and evaluated

3. procedures to use television recording and other clinical instrumentation (Interaction Analysis, etc.) to assess effectiveness of previous clinical learnings.

Certain specific objectives are given attention in all internship assignments:

1. Evaluates self as a teacher.

2. Understands the implications of various organizational administrative patterns for planning within individual school systems.

3. Recognizes the role of the diagnostician, psychologist. and counselor in a school program.

4. Understands the need for planning as it relates to instructional resources for achieving long-range goals in terms of the year's work.

5. Understands the importance of reporting school progress and individual pupil progress to the school and to the community.

6. Becomes skilled in the various methods of reporting progress to parents.

7. Becomes skilled in selecting and using instructional materials and aids.

8. Becomes skilled in the maintance and use of cumulative records.

9. Develops an understanding of the importance of planning to help children integrate the utilization of knowledge, skills, and content.

10. Understands the necessity of planning for flexibility so that natural learning opportunities may be seized upon as they occur spontaneously throughout the school day and the school year.

11. Provides experiences wherein pupils experience success.

12. Searches for cause of behavior within the classroom rather than treating symptoms of causes.

13. Employs variety and change of pace in instruction.

14. Utilizes the principles of group dynamics as one basis for the planning of classroom activities.

15. Considers physical comfort of learners.

Suggested guidelines for establishing the internship at an implementing institution include:

1. Internship programs should be brought into the mainstream of teacher education. Unfortunately, most such programs now are peripheral enterprises and include only an insignificant portion of students preparing to become teachers.

2. The internship program must be designed to be self-supporting. Many current programs are still dependent upon foundation funds or other outside support.

3. The internship program must provide careful and meaningful supervision of the intern by competent clinical supervisors. Without such adequate supervision, the internship experience can be meaningless and will not lead to professional growth.

4. Since the primary obligation of the public schools is to the children, not to teacher trainees, the interns must be well enough prepared so that they can provide high quality instruction as soon as they begin their assignment as interns.

5. The intern should be paid an adequate stipend.

6. The intern must be carefully and effectively supervised.

7. The cooperating school district must not be allowed to "save money" by employing interns.

Another feature of the internship is the continuing seminar in company with other interns and the intern consultants within the particular clinic-school. These seminars focus on the particular needs and problems of the individual interns. Television tapes of their own teaching are the major reflective content of the sessions. Freedom to discuss and analyze should be easily carried over from previous micro-teaching and other clinical experiences, but where needed, the use of film strips or sound films of closely related teaching problems can be used. Within the next few years there will apparently be produced quite a wide variety of such films. As of this moment, the commercially available titles are sharply limited. One promising series which would be suitable for internship seminars is the Starting Tomorrow series (The Ealing Corporation, 2225 Massachusetts Avenue, Cambridge, Mass).

SUMMARY--The intern trainee is to serve full time for one school year in a particular classroom or series of assignments in the manner of a regularly employed teacher. Salary for this year is to be approximately two-thirds of the district's starting teacher salary. The experience is to be supervised by an intern consultant who is also paid by the school district. The intern consultant to work with five or six interns as his exclusive assignment. (Funds for the intern consultant's salary are, in effect, the aggregate of dollar differences between the interns' salaries and the ordinary average costs of maintaining the teaching personnel in the same number of teaching stations.)

Prior to internship the trainee has practiced short episodes of the clinical behavior style of teaching mostly in simulated and hypothetical environments. The internship gives the trainee the opportunity to practice the clinical behavior style within the full range of teaching and school-related tasks required of a full-time professional, with continuous expert consultation. Internship experiences are designed to aid the trainee in behaving within the clinical style throughout the entire day, the entire week, the entire year; in short, to extend segmented clinical experiences of the trainee into a continuous clinical style of the practitioner which will serve clients most effectively throughout the practitioner's entire career. Supervision and seminar experiences with other interns will provide ample opportunities to develop a sense of common purpose and common need within the elementary school environment. Thus the career is not only prepared, but it is actually begun within a supportive environment which promises optimal opportunity for success, satisfaction and self-improvement.

FIELD EXPERIENCE MODULES

Writing specific experience modules for field experiences is a special problem. Most clinical experience modules presented earlier depend upon a high degree of predictibility and replicability assured through the use of structured tasks in hypothetical situations. By contrast the field experiences in teaching are random and, to a large extent, unpredictable. Very little can be done to gaurantee that particular confrontation will occur during a fixed period of time. The best that can be suggested is that field assignments be made in terms of the probabilities that certain problems are more likely to occur in one situation than in another. The major argument for assignment to practicum and internship experiences within "difficult" schools and neighborhoods is that the trainee is more likely to encounter here the really demanding situations which, for humanitarian and pedagogical reasons, should be first confronted under supportive supervision. The field experience modules which follow are not intended to represent the entirety of the random encounters of the proposed field assignments; instead, they represent highlights and particularly problematic encounters which field experience coordinators should make special efforts to provide through selecting assignment, anticipating the emergence of circumstances, or when all else fails, prayerful reliance on serendipity.

SPECIAL NOTES ON THE INTEGRATION OF CLINICAL AND FIELD EXPERIENCES

1. Three levels of experience are suggested as a progressive development of substantial meaning (understanding) through clinical and field experiences.

   a. A "knowledge about" level with a base in lectures or readings (possibly programmed) and evidenced by an ability to list, recount, relate, and discuss.

   b. An initial "experiencing" level with a base in observing real or simulated conditions and evidenced by an ability to list, produce observational notes, sort, select, relate, discuss etc. the presence or absence of a situation, material, etc. and the significance of such a situation.

c. A "performance" level with a base in practice (total or partial--perhaps focused on a specific goal) and evidenced by the provision for, supply of, or performance of a specified behavior.

2. Field experiences can be made more meaningful through the consistent application of a relevant paradigm of analysis consistent with the clinical behavior style of teaching. The following illustrations demonstrate the trainee's development of tentative hypotheses (from logical or human learning grounds) and the use of such hypotheses to generate operational objectives for his intervention and interaction in a field setting.

ILLUSTRATION Hypothesis: Physical comfort and a stimulating enviornment are condücive to both teaching and learning.

General Objective: Candidate considers and provides for physical comfort of learners. (This objective relates to only one half of the hypothesis).

Specific Objectives: (Refer to modules attached for experiences, etc.)

1. Recognize the influence of temperature, humidity, ventilation, comfortable seating, proper lighting, viewing freedom, hearing, safety, and student location on learning.

2. List from observation, the presence, absence, extent, and accomodation made for each of the physical factors influencing learning.

3. Provide for the physical comfort and safety of each child in the classroom.

Hypothesis: The use of instructional materials and aids in teaching enhances the quality and impact of that teaching as measured by increased student interest, involvement, and understanding.

General Objectives:

1. Student understands the need for planning as it relates to instructional resources for achieving

long-range goals in terms of the year's work and other units of time, e.g. a few days, a week, month, semester.

2. Student selects and uses instructional materials, community, and technological resources of various typed to fit specific instructional needs.
3. Develops a variety of motivational techniques for the classroom (specifically the motivation qualities of instructional aids).
4. Discovers available audio-visual and other resource material.
5. Selects materials.

Special Objectives:

1. Student can list the typical and ideal instructional materials and their utility.
2. Student can list from observation the presence, absence, and or use of instructional materials and teaching aids in a classroom.
3. Student uses and can justify the use of a variety of instructional materials and aids in teaching.

```
*OBJECTIVES     DEVELOP AWARENESS OF ONE≤S SELF CONCEPT AND ITS RELATION  02644 17
                TO BEHAVIOR,                                              02644 18
*PREREQUISITE NONE                                                        02644 19
*EXPERIENCE     ≥1† READ RESEARCH ON MOTIVATION, SELF-CONCEPT, AND GOALS  02644 11
                ≥2† CASE STUDIES OF INDIVIDUAL EXPRESSIONS OF THEIR OWN   02644 12
                WORTH AND HIS DESIRE FOR FUTURE. ≥3† WORK WITH INDIVIDUAL 02644 13
                PUPILS FOR SHORT PERIOD EACH WEEK FOR SEVERAL WEEKS,      02644 14
                TAKING HIM TO OUT-OF-SCHOOL PLACES, OR WORKING WITH HIM   02644 15
                INDIVIDUALLY IN SCHOOL.                                   02644 16
*SETTING        INDEPENDENT  SCHOOL                                       02644 10
*MATERIALS      BLANK                                                     02644  5
*LEVEL          ALL GRADES                                                02644  8
*GENERAL        ALL CANDIDATES                                            02644  7
*HOURS          5                                                         02644  6
*EVALUATION     GROUP DISCUSSION OF THE EXPERIENCE                        02644 20
*FILE           OBSERVATION CAREER DECISION  FIELD/SCHOOL  CHILDREN       02644  9
```

```
*OBJECTIVES     CANDIDATE: 1† CAN LIST TYPICAL AND IDEAL INSTRUCTIONAL    02645 15
                MATERIALS, THEIR USES, UTILITY, AND SOURCES+ 2† CAN LIST  02645 16
                FROM OBSERVATION THE PRESENCE ALRENCE, AND USE OF         02645 17
                INSTRUCTIONAL MATERIALS IN A CLASSROOM.                   02645 18
*PREREQUISITE KNOWS SIGNIFICANCE OF VARIETY AND CONCRETENESS IN           02645 19
                INSTRUCTIONAL PRESENTATIONS.                              02645 20
*SETTING        LARGE GROUP  SCHOOL                                       02645 10
*EXPERIENCE     CANDIDATE: 1† CAN REFLECT KNOWLEDGE OF INSTRUCTIONAL      02645 11
                MATERIALS-SOURCES, USES, NEEDS+ 2† OBSERVES A CLASSROOM   02645 12
                OPERATION LISTING THE PRESENCE AND USES OF INSTRUCTIONAL  02645 13
                MATERIALS AND TEACHING AIDS.                              02645 14
*MATERIALS      BLANK                                                     02645  5
*LEVEL          ALL GRADES                                                02645  8
*GENERAL        ALL CANDIDATES                                            02645  7
```

```
*HOURS          1                                                       02645  6
*EVALUATION     LISTING AND USES OF INSTRUCTIONAL AIDS FROM OBSERVATION 02645 21
                ACCOUNTS FOR 90( OF THOSE ACTUALLY USED.                02645 22
*FILE           FIELD  MEDIA  OBSERVATION                               02645  9

*OBJECTIVES     TO BE ABLE TO WORK WITH CHILDREN WHO EXHIBIT NEGATIVE   02646 15
                BEHAVIOR, NOT TO LET THEM DISTURB THE REMAINDER OF THE  02646 16
                CLASS ≥AND TO WORK TO GET THEM TO CHANGE TO POSITIVE    02646 17
                BEHAVIOR+                                               02646 18
*PREREQUISITE   ≥MODULE 5H+                                             02646 19
*EXPERIENCE     OBSERVES A TEACHER WHO IN WORKING WITH CHILDREN         02646 11
                ESTABLISHES AND USES EFFECTIVE AND EFFICIENT ROUTINES AND 02646 12
                PROVIDES FOR THE COMFORT AND CONTROL OF THOSE EXHIBITING 02646 13
                NEGATIVE BEHAVIOR,                                      02646 14
*SETTING        INDEPENDENT  SCHOOL                                     02646 10
*MATERIALS      BLANK                                                   02646  5
*LEVEL          ALL GRADES                                              02646  8
*GENERAL        ALL CANDIDATES                                          02646  7
*HOURS          3/4                                                     02646  6
*EVALUATION     CHILDREN WILL BE GAINFULLY OCCUPIED IN THEIR PRESCRIBED 02646 20
                LESSONS AND THOSE WHO EXHIBIT UNACCEPTABLE BEHAVIOR WILL 02646 21
                BE HANDLED IN A POSITIVE, BUT FIRM MANNER, ≥USING       02646 22
                REINFORCEMENT OF POSITIVE TECHNIQUES, INTEREST, AND     02646 23
                PRAISE+                                                 02646 24
*FILE           FIELD  MANAGEMENT  OBSERVATION                          02646  9

*OBJECTIVES     THE TRAINEE WILL DEMONSTRATE A KNOWLEDGE OF PROCEDURES  02647 17
                NEEDED TO DISPENSE, COLLECT AND RETURN MATERIALS BY     02647 18
                OBSERVING AN EXPERIENCED TEACHER AND LISTING THE        02647 19
                PROCEDURES USED SO THAT THEY ARE CONSISTANT WITH THE    02647 20
                LESSON OBSERVED BY THE EXPERIENCED TEACHER.             02647 21
*PREREQUISITE   KNOWLEDGE OF PUPILS≤ EXPECTED BEHAVIOR ≥DIFF AMONG PUPILS+02647 22
                FOR A GIVEN GRADE LEVEL.                                02647 23
*EXPERIENCE     THE TRAINEE WILL OBSERVE AN EXPERIENCED TEACHER≤S       02647 11
                ESTABLISHED ROUTINES FOR DISPENSING, COLLECTING AND     02647 12
                RETURNING TEACHING MATERIALS REQUIRED OF A GIVEN LESSON. 02647 13
                THE TRAINEE WILL LIST THE PROCEDURES USED BY THE        02647 14
                EXPERIENCED TEACHER AND DISCUSS THE LESSON AND LISTED   02647 15
                PROCEDURES WITH THE INSTRUCTOR                          02647 16
*SETTING        OTHER ≥SPECIFY+ CLASSROOM  SCHOOL                       02647 10
*MATERIALS      BLANK                                                   02647  5
*LEVEL          ALL GRADES                                              02647  8
*GENERAL        GENERALIST                                              02647  7
*HOURS          1                                                       02647  6
*EVALUATION     THE LIST WILL BE JUDGED BY THE EXPERIENCED TEACHER OR   02647 24
                ACCEPTABLE IF IT IS CONSISTANT WITH THE LESSON TAUGHT.  02647 25
*FILE           SCHOOL  ROUTINES  OBSERVATION                           02647  9

*OBJECTIVES     TRAINEE CAN DEFINE AND DESCRIBE VARIOUS ADMINISTRATIVE  02648 15
                ORGANIZATIONAL PATTERNS FOR ELEMENTARY SCHOOLS ≥E.G.    02648 16
                SELF CONTAINED, UNGRADED, TEAMED, DEPARTMENLATIZED, K-6, 02648 17
                K-8, ETC.+ TRAINEE CAN DESCRIBE THE OBVIOUS RELATIONSHIPS 02648 18
                BETWEEN ORGANIZATION AND INSTRUCTION AS IT AFFECTS      02648 19
                PLANNING.                                               02648 20
*PREREQUISITE   NONE                                                    02648 21
*EXPERIENCE     THE TRAINEE WILL VISIT VARIOUS SCHOOL SETTINGS AND WRITE 02648 11
                DESCRIPTIVE STATEMENTS OF THE ORGANIZATIONAL SCHEMES,   02648 12
                EACH SCHEME SHALL THEN BE DISCUSSED IN TERMS OF STRENGTHS 02648 13
```

```
              AND WEAKNESSES.                                         02648 14
*SETTING      LARGE GROUP                                             02648 10
*MATERIALS    DESCRIPTIONS                                            02648  5
*LEVEL        ALL GRADES                                              02648  8
*GENERAL      ALL CANDIDATES                                          02648  7
*HOURS        4                                                       02648  6
*EVALUATION   TRAINEE CORRECTLY RELATES DESCRIPTIONS OF ORGANIZATIONAL 02648 22
              PATTERNS OF SCHOOLS TO THEIR DESCRIPTION AND CAN LIST THE 02648 23
              STRENGTHS AND WEAKNESSES OF EACH SCHEME AS IT AFFECTS   02648 24
              TEACHER PLANNING.                                       02648 25
*FILE         SCHOOL  ORGANIZATION  OBSERVATION                       02648  9
```

```
*OBJECTIVES   EXPOSURE TO AND DESCRIPTION OF THE HANDLING OF SPONTANEOUS02649 15
              PUPIL REACTIONS AND SUBSEQUENT LEARNING POSSIRILITIES BY 02649 16
              AN EXPERIENCED TEACHER WITHIN AN INSTRUCTIONAL LESSON.  02649 17
*PREREQUISITE KNOWLEDGE OF LEARNING THEORY, PUPIL EXPERIENCES AND     02649 18
              INTERESTS ≥HUMAN LEARNING+                              02649 19
*EXPERIENCE   TRAINEE OBSERVES AND TAKES NOTES ON A TEACHING SAMPLE THAT02649 11
              EXEMPLIFIES FLEXIBLE AND VARIABLE REQUIREMENTS AND MEETS 02649 12
              SPONTANEOUS PUPIL REACTION WITH ATTENDANT LEARNING      02649 13
              OPPORTUNITIES,                                          02649 14
*SETTING      LARGE GROUP  FIELD                                      02649 10
*MATERIALS    BLANK                                                   02649  5
*LEVEL        ALL GRADES                                              02649  8
*GENERAL      ALL CANDIDATES                                          02649  7
*HOURS        1/2                                                     02649  6
*EVALUATION   OBSERVATIONAL NOTES DESCRIBE THE VARIABLE LEVELS OF     02649 20
              ASSIGNMENT, ACTIVITY, AND EVALUATION.  NOTES IN         02649 21
              OBSERVATION ACCOUNT FOR 80( OF THE TEACHERSS RESOLUTION 02649 22
              OF SPONTANEOUS PUPIL RESPONSE.                          02649 23
*FILE         SCHOOL  OBSERVATION  FLEXIBILITY                        02649  9
```

```
*OBJECTIVES   ABILITY TO USE FLANDERS/AMIDON MODEL OF VERBAL INTERACTION02650 13
              ANALYSIS ON OWN AND OTHERSS TEACHING                    02650 14
*PREREQUISITE BLANK                                                   02650 15
*EXPERIENCE   CANDIDATE COMPLETES AMIDON TRAINING PROGRAM FOR VERBAL  02650 11
              INTERACTION ANALYSIS                                    02650 12
*SETTING      LARGE GROUP  SCHOOL                                     02650 10
*MATERIALS    TRAINING PROGRAM KITS                                   02650  5
*LEVEL        ALL GRADES                                              02650  8
*GENERAL      ALL CANDIDATES                                          02650  7
*HOURS        4                                                       02650  6
*EVALUATION   CANDIDATE CAN DEMONSTRATE ABILITY TO CARRY OUT VERBAL   02650 16
              INTERACTION ANALYSIS.                                   02650 17
*FILE         SCHOOL  OBSERVATION  INTERACTION                        02650  9
```

```
*OBJECTIVES   THE TRAINEE WILL DEMONSTRATE AN ABILITY TO USE THE FOCUSED02651 21
              OBSERVATION TO RECORD TEACHER DECISIONS OBSERVED ON A   02651 22
              VIDEO TEACHING TAPE BY RECORDING SUCH DECISIONS SO THAT 02651 23
              THEY ARE JUDGED ACCEPTABLE BY INSTRUCTOR                02651 24
*PREREQUISITE NONE                                                    02651 25
*EXPERIENCE   THE TRAINEE WILL BE TRAINED TO EFFICIENTLY AND AFFECTIVELY02651 11
              USE THE [FOCUSED OBSERVATION[ ≥LSI-MSU+ GIVEN THE       02651 12
              FOLLOWING STEPS,  1+ THE TRAINEE WILL BE INTRODUCED TO THE02651 13
              FOCUSED OBSERVATION FORM ≥IE, FORMAT, METHOD OF RECORDING 02651 14
              TEACHER DECISIONS+ BY A TRAINER 2+ THE TRAINEE WILL     02651 15
              OBSERVE A ≥3+ MIN. VIDEO TEACHING TAPE RECORDING TEACHER 02651 16
              DECISION 3+ THE TRAINEE PEERS, AND TRAINER WILL DISCUSS 02651 17
```

```
                THE DECISION RECORDED, PROVIDING FEEDBACK TO THE TRAINEE  02651 18
                REGARDING QUALITY OF OBSERVATIONS STEPS 2 + 3 WILL BE     02651 19
                REPEATED AS DEEMED NECESSARY BY THE INSTRUCTOR            02651 20
*SETTING        SMALL GROUP ≥1-12 STUDENTS+  SCHOOL                       02651 10
*MATERIALS      BLANK                                                     02651  5
*LEVEL          ALL GRADES                                                02651  8
*GENERAL        ALL CANDIDATES                                            02651  7
*HOURS          2                                                         02651  6
*EVALUATION     THE TRAINEE WILL SUBMIT A COMPLETED FOCUSED OBSERVATION   02651 26
                TO INSTRUCTOR WHO WILL JUDGE THEM AS ACCEPTABLE.          02651 27
*FILE           TELEVISION  OBSERVATION  TRAINING                         02651  9
```

```
*OBJECTIVES     GIVEN A VIDEO TAPED TEACHING SITUATION THE TRAINEE WILL   02652 19
                RECORD TEACHER DECISION AND WRITE A RATIONALE FOR THE     02652 20
                DECISION RECORDED SO THAT IT IS CONSISTANT WITH DECISION, 02652 21
                PUPIL BEHAVIOR, AND PEER DISCUSSION OR JUDGED BY PEERS.   02652 22
*PREREQUISITE ABILITY TO USE FOCUSED OBSERVATION FORM ≥LST-MSU+.          02652 23
*EXPERIENCE     THE TRAINEE WILL OBSERVE TEACHING BEHAVIOR VIA VIDEO TAPE 02652 11
                TAPE AND RECORD TEACHER MADE DECISIONS USING THE [FOCUSED 02652 12
                OBSERVATION[ FORM ≥LSI-MSU+.  TRAINEE WITH TWO PEERS WILL 02652 13
                DISCURE THE RESULTING PUPIL BEHAVIOR AND RATIONALE FOR THE02652 14
                DECISION.  FOLLOWING THE DISCUSSION THE TRAINEE WILL WRITE02652 15
                A RATIONALE FOR EACH DECISION RECORDED, CONSISTANT WITH+  02652 16
                THE DECISION RECORDED, RESULTING PUPIL BEHAVIOR, AND PEER 02652 17
                GROUP DISCUSSION.                                         02652 18
*SETTING        SMALL GROUP ≥1-12 STUDENTS+  BLANK                        02652 10
*MATERIALS      VIDEO RECORDING OF TEACHING SAMPLES AND OBSERVATION       02652  5
                INSTRUMENTS,                                              02652
*LEVEL          ALL GRADES                                                02652  8
*GENERAL        ALL CANDIDATES                                            02652  7
*HOURS          1 HR                                                      02652  6
*EVALUATION     THE WRITTEN RATIONALE WILL BE JUDGED BY PEER AS BEING     02652 24
                CONSISTANT WITH DECISION RECORDED, RESULTING PUPIL        02652 25
                BEHAVIOR, AND PEER DISCUSSION FOR ACCEPTANCE.             02652 26
*FILE           SCHOOL  OBSERVATION  PUPIL BEHAVIOR                       02652  9
```

```
*OBJECTIVES     TO EQUIP STUDENTS WITH EFFECTIVE STRATEGIES FOR DEALING   02653 19
                WITH DISCIPLINE PROBLEMS UNIQUE TO INNER CITY CLASSROOMS  02653 20
*PREREQUISITE COURSE IN HUMAN LEARNING                                    02653 21
*EXPERIENCE     ≥A+ VIEWING VIDEO-TAPES OF ACTUAL DISCIPLINE PROBLEM      02653 11
                SITUATIONS IN INNER CITY CLASSROOMS AND SUGGESTING WAYS TO02653 12
                SOLVE THEM  ≥B+  IDENTIFYING DISCIPLINE PROBLEMS IN ACTUAL02653 13
                INNER-CITY CLASSROOM SITUATIONS AND NOTING HOW THEY WERE  02653 14
                SOLVED.  SUGGESTING ALTERNATE AND MORE EFFECTIVE WAYS TO  02653 15
                SOLVE THE PROBLEMS OBSERVED.  NOTING POSSIBLE CONSEQUENCES02653 16
                OF TEACHER BEHAVIOR ON STUDENT≤S PERFORMANCES AND         02653 17
                ADJUSTMENT.                                               02653 18
*SETTING        BLANK  BLANK                                              02653 10
*MATERIALS      BLANK                                                     02653  5
*LEVEL          GRADES 5-8                                                02653  8
*GENERAL        ALL CANDIDATES                                            02653  7
*HOURS          3                                                         02653  6
*EVALUATION     COMPARE STUDENTS≤ CONCEPTIONS AS TO HOW PROBLEMS SHOULD BE02653 22
                SOLVED WITH EFFECTIVE WAYS THAT HAVE BEEN USED TO SOLVE   02653 23
                SIMILAR OR IDENTICAL PROBLEMS.                            02653 24
*FILE           OBSERVATION SCHOOL  DISCIPLINE  INNER CITY                02653  9
```

```
*OBJECTIVES     TO MAKE STUDENT TEACHERS AWARE OF THE HYPERACTIVITY AND   02654 17
                SHORT ATTENTION SPANS OF MANY INNER CITY CHILDREN.        02654 18
*PREREQUISITE BLANK                                                      02654 19
*EXPERIENCE     OBSERVE CLASSROOM ACTIVITY AND MOVEMENTS OF INDIVIDUAL    02654 11
                CHILDREN+ COMPARE INNER-CITY CHILDREN WITH CLASSROOMS FROM02654 12
                OUTER CITY AREAS+  OBSERVE A TEACHER CONDUCTING A READING 02654 13
                GROUP-NOTICE THE DIFFERENCE IN ATTENTION SPAN LENGTHS     02654 14
                BETWEEN CHILDREN FROM THE INNER CITY AND CHILDREN FROM    02654 15
                ANOTHER AREA.                                             02654 16
*SETTING        BLANK  SCHOOL                                             02654 10
*MATERIALS      BLANK                                                     02654  5
*LEVEL          PRE-SCH,-K  GRADES 1-4                                    02654  8
*GENERAL        ALL CANDIDATES                                            02654  7
*HOURS          BLANK                                                     02654  6
*EVALUATION     BE ABLE TO LIST 10 DIFFERENCES BETWEEN INNER CITY CHILDREN02654 20
                + ANOTHER AREA.                                           02654 21
*FILE           FIELD  OBSERVATION  ATTENTION                             02654  9
```

```
*OBJECTIVES     ASCERTAINS NEEDS OF INNER-CITY CHILDREN THROUGH DIRECT    02655 17
                FIRST-HAND EXPERIENCE                                     02655 18
*PREREQUISITE BLANK                                                      02655
*EXPERIENCE     VISITS DAY CARE CENTERS, SETTLEMENT HOUSES, SCHOOL PLAY   02655 11
                GROUNDS, OUT-RATIENT WARDS OF CHILDREN≤S HOSPITALS, BLOCK 02655 12
                CLUB MEETINGS, WITH A VIEW TOWARD BECOMING SENSITIVE TO   02655 13
                THE PHYSIOLOGICAL AND PSYCHOLOGICAL NEEDS OF INNER CITY   02655 14
                CHILDREN.  STUDENTS COMPARE THEIR PRECEPTIONS WITH THOSE  02655 15
                OF THEIR CLASSMATES.                                      02655 16
*SETTING        SMALL GROUP ≥1-12 STUDENTS+  COMMUNITY                    02655 10
*MATERIALS      BLANK                                                     02655  5
*LEVEL          ALL GRADES                                                02655  8
*GENERAL        ALL CANDIDATES                                            02655  7
*HOURS          10                                                        02655  6
*EVALUATION     STUDENTS, WORKING UNDER DIRECTION OF AN EXPERIENCED INNER-02655 19
                CITY TEACHER, WILL COMPARE AND CONTRAST THEIR PRECEPTIONS 02655 20
                OF NEEDS OF CHILDREN.                                     02655 21
*FILE           FIELD  COMMUNITY  OBSERVATION                             02655  9
```

```
*OBJECTIVES     TO SENSITIZE STUDENTS TO SOURCES OF COMMUNITY POWER       02656 18
*PREREQUISITE KNOWLEDGE OF INQUIRY METHODS OF SOCIAL SCIENCE             02656 19
*EXPERIENCE     OBSERVE A NEIGHBORHOOD IN WHICH AN INNOVATIVE OR          02656 11
                [STARTLING[ CHANGE HAS BEEN PETITIONED FOR OR ACTUALLY    02656 12
                INITIATED,  ATTEMPT TO LEARN ABOUT THE CHANGE AGENTS LEARN02656 13
                ABOUT  ≥1+  THE ORIGINAL PROBLEM  ≥2+  THE PEOPLE QHO OWEN02656 14
                SPOKESMEN, AND, IF POSSIBLE-THE PEOPLE SUPPORTING THEM    02656 15
                ≥3+  THE PROCESSES AND STEPS AND ≥IF-POSSIBLE STAGES+     02656 16
                BETWEEN THE PROBLEM AND ITS SOLUTION ≥OR PRESENT STATUS+  02656 17
*SETTING        INDEPENDENT  BLANK                                        02656 10
*MATERIALS      BLANK                                                     02656  5
*LEVEL          ALL GRADES                                                02656  8
*GENERAL        ALL CANDIDATES                                            02656  7
*HOURS          5 HOURS                                                   02656  6
*EVALUATION     COMPARISON WITH EXPERT ANALYSIS OF THE SETTING  EVIDENCE  02656 20
                OF AWARENESS OF POLITICAL CHANGE                          02656 21
*FILE           FIELD  COMMUNITY  OBSERVATION                             02656  9
```

```
*OBJECTIVES     TO HELP THE TEACHER TO BETTER UNDERSTAND THE BACKGROUND   02657 17
                FROM WHICH THEIR PUPILS COME + THE LACK OF DIGNITY AND    02657 18
                SELF-WORTH ON THE PART OF PARENTS.                        02657 19
*PREREQUISITE BLANK                                                      02657 20
```

```
*EXPERIENCE     VISIT A WELFARE AGENCY IN THE AREA AND OBSERVE THE         02657 11
                PROCEDURES PEOPLE HAVE TO FOLLOW-THE RED TAPE,  THE        02657 12
                WAITING AND ALTERNATE THE ATTITUDES TOWARDS PEOPLE IN      02657 13
                NEED.  HOME VISITATIONS IN INNER CITY COMMUNITY-           02657 14
                ACCOMPANIED BY NURSE, SCHOOL SOCIAL WORKER, FAMILY HELPER,02657 15
                ETC,                                                       02657 16
*SETTING        BLANK  BLANK                                               02657 10
*MATERIALS      BLANK                                                      02657  5
*LEVEL          BLANK                                                      02657  8
*GENERAL        BLANK                                                      02657  7
*HOURS          4                                                          02657  6
*EVALUATION     BE ABLE TO LIST 10, PROBLEMS ENCOUNTER BY A RERSON TRYING  02657 21
                TO GET AID FROM WELFARE AGENCY.                            02657 22
*FILE           FIELD  COMMUNITY  OBSERVATION                              02657  9
```

```
*OBJECTIVES     EXPOSURE TO THE PUBLIC RELATIONS PROBLEMS OF MEETINGS OF A02658 17
                BOARD OF EDUCATION.                                        02658 18
*PREREQUISITE   NONE                                                       02658 19
*EXPERIENCE     TRAINEE ATTENDS A PUBLIC BOARD MEETING OF A SCHOOL         02658 11
                DISTRICT AND NOTES ITEMS PERSONALLY DEEMED SUFFICIENTLY    02658 12
                SIGNIFICANT FOR NEWS REPORTING.  ONE SUCH ITEM IS          02658 13
                SELECTED, JUSTIFIED IN WRITING AS TO PUBLIC SIGNIFICANCE,  02658 14
                AND A MOCK NEWS ITEM WRITTEN AND SUBMITTED WITH AN ACTUAL  02658 15
                CLIPPING OF A NEWS REPORT OF THAT MEETING.                 02658 16
*SETTING        INDEPENDENT  BLANK                                         02658 10
*MATERIALS      BLANK                                                      02658  5
*LEVEL          ALL GRADES                                                 02658  8
*GENERAL        ALL CANDIDATES                                             02658  7
*HOURS          3                                                          02658  6
*EVALUATION     MOCK NEWS ITEM CONVEYS INFORMATION AS TO WHO, WHAT, WHY,   02658 20
                WHERE, WHEN, AND HOW.  JUSTIFICATION MEETS STANDARDS OF    02658 21
                LOGIC OR IS VERIFIED BY ACTUAL NEWS MEDIA SELECTION        02658 22
                REPRESENTED BY CONTENT OF INCLUDED CLIPPING.               02658 23
*FILE           FIELD OBSERVATION  SCHOOL BOARD  PUBLIC RELATIONS          02658  9
```

```
*OBJECTIVES     THE TRAINEE WILL DEMONSTRATE HIS CONCEPTION OF A           02659 19
                (RESPONSIVE LEARNING ENVIRONMENT( IN HIS CLASSROOM AND     02659 20
                WRITE A RATIONALE FOR EACH OF ITS ELEMENTS, ITS STRENGTHS,02659 21
                AND ITS WEAKNESSES.                                        02659 22
*PREREQUISITE   RELEVANT READINGS AND DISCUSSION OF THE (RESPONSIVE        02659 23
                LEARNING ENVIRONMENT( CONCEPT.                             02659 24
*EXPERIENCE     AS THEY OBSERVE IN A NUMBER OF DIFFERENT CLASSROOMS THE    02659 11
                TRAINEES WILL MAKE A CUMULATIVE LISTING OF THE             02659 12
                (RESPONSIVE( ELEMENTS SEEN IN EACH CLASSROOM.  FROM THIS   02659 13
                LIST AND ANY OTHER SOURCES HE WILL PREPARE AN ATTAINABLE,  02659 14
                THOUGH SOMEWHAT IDEALIZED, DESCRIPTION OF A (RESPONSIVE    02659 15
                LEARNING ENVIRONMENT(  HE WILL THEN MAKE PREPARATIONS TO   02659 16
                DEVELOP THIS ENVIRONMENT TO THE GREATEST EXTENT POSSIBLE    02659 17
                IN HIS OWN CLASSROOM.                                      02659 18
*SETTING        INDEPENDENT  SCHOOL                                        02659 10
*MATERIALS      BLANK                                                      02659  5
*LEVEL          ALL GRADES                                                 02659  8
*GENERAL        ALL CANDIDATES                                             02659  7
*HOURS          8-10                                                       02659  6
*EVALUATION     ENUMERATE THE (RESPONSIVE( ELEMENTS OBSERVED IN THE PUPILS02659 25
                CLASSROOM THAT WERE SPECIFICALLY ALLUDED TO IN THE         02659 26
                TRAINEES DESCRIPTION OF AN IDEALIZED MODEL OF A            02659 27
                (RESPONSIVE LEARNING ENVIRONMENT.(                         02659 28
*FILE           PRACTICUM FIELD  PLANNING  MANAGEMENT                      02659  9
```

```
*OBJECTIVES     THE TRAINEE WILL BE ABLE TO LIST PREVIOUSLY IDENTIFIED        02660 14
                STRATEGIES BY EXPERIENCED TEACHER≥S↑ FOR MAINTAINING ORDER02660 15
                AND ATTENTION OF A CLASSROOM WITH 90( ACCURACY.               02660 16
*PREREQUISITE INTRODUCTION TO TEACHING STRATEGIES↑                            02660 17
*EXPERIENCE     THE TRAINEE WILL OBSERVE AN EXPERIENCED TEACHER≥S↑ VIA        02660 11
                VIDEO TAPE, FOCUSING ON PREVIOUSLY IDENTIFIED STRATEGIES      02660 12
                MAINTAINING ORDER AND ATTENTION OF A CLASS OF PUPILS.         02660 13
*SETTING        BLANK  BLANK                                                  02660 10
*MATERIALS      VIDEO TAPE OF TEACHER USING STRATEGIES FOR MAINTAINING        02660  5
                ORDER AND ATTENTION OF A CLASS                                02660
*LEVEL          ALL GRADES                                                    02660  8
*GENERAL        BLANK                                                         02660  7
*HOURS          1 HR                                                          02660  6
*EVALUATION     THE TRAINEE MUST LIST WITH 90( ACCURACY STRATEGIES USED BY02660 18
                THE EXPERIENCED TEACHER FOR MAINTAINING ORDER AND             02660 19
                ATTENTION OF A CLASS.                                         02660 20
*FILE           FIELD/PRACTICUM SCHOOL  MANAGEMANT  DISCIPLINE                02660  9

*OBJECTIVES     THE TRAINEE WILL DEMONSTRATE AN ABILITY TO APPLY PROCEDURE02661 14
                FOR DISPENSING, COLLECTING, USING, AND RETURNING MATERIALS02661 15
                BY TEACHING SUCH A LESSON SO THAT THE PROCEDURES ARE          02661 16
                CARRIED OUT SAFELY AND EFFICIENTLY BY PUPILS AS JUDGED BY 02661 17
                AN EXPERIENCED TEACHER.                                       02661 18
*PREREQUISITE KNOWLEDGE OF PROCEDURES FOR COLLECTING, USING, DISPENSING 02661 19
                + RETURNING TEACHING MATERIALS SAFELY AND EFFICIENTLY.        02661 20
*EXPERIENCE     THE TRAINEE WILL PREPARE AND TEACH A LESSON TO A CLASS OF 02661 11
                PUPILS WHICH REQUIRE PUPILS TO DISPENSE, USE, COLLECT, AND02661 12
                RETURN TEACHING MATERIALS SAFELY AND EFFICIENTLY.             02661 13
*SETTING        OTHER ≥SPECIFY↑  SCHOOL SETTING  BLANK                        02661 10
*MATERIALS      BLANK                                                         02661  5
*LEVEL          ALL GRADES                                                    02661  8
*GENERAL        GENERALIST                                                    02661  7
*HOURS          3/4                                                           02661  6
*EVALUATION     PROCEDURES WILL BE CARRIED OUT BY PUPILS SAFELY AND           02661 21
                EFFICIENTLY BY AN EXPERIENCED TEACHER.                        02661 22
*FILE           PRACTICUM  SCHOOL  MATERIALS                                  02661  9

*OBJECTIVES     THE TRAINEE WILL DEMONSTRATE AN UNDERSTANDING OF PRINCIPLE02662 19
                THAT GUIDE TEACHERS THROUGH PARENT-TEACHER CONFERENCE BY      02662 20
                WRITING A RATIONALE THAT IS CONSISTANT WITH IDENTIFIED        02662 21
                PRINCIPLES AND RELEVANT DISCUSSION OF PARENT TEACHER          02662 22
                CONFERENCES.                                                  02662 23
*PREREQUISITE KNOWLEDGE OF PUPIL CHARACTERISTICS ≥HUMAN LEARNING↑             02662 24
*EXPERIENCE     THE TRAINEE OBSERVES AN EXPERIENCED TEACHER CONFERENCING      02662 11
                WITH PARENTS OF SLOW, AVERAGE, AND RAPID PUPILS.              02662 12
                FOLLOWING THE CONFERENCE THE TRAINEE WITH PEERS AND           02662 13
                EXPERIENCED TEACHER DISCUSS,  ≥1↑ TEACHER RECOMMENDATIONS 02662 14
                AND RATIONALE FOR THE SAME,  ≥2↑ SPECIFIC TECHNIQUE OF        02662 15
                REPORTING AS GUIDED BY UNIQUE CHARACTERISTICS OF PUPIL AND02662 16
                PARENT, WITH A FOCUS ON IDENTIFYING PRINCIPLES WHICH GUIDE02662 17
                TEACHERS THROUGH PARENT TEACHER CONFERENCES.                  02662 18
*SETTING        SMALL GROUP ≥1-12 STUDENTS↑  BLANK                            02662 10
*MATERIALS      BLANK                                                         02662  5
*LEVEL          ALL GRADES                                                    02662  8
*GENERAL        ALL CANDIDATES                                                02662  7
*HOURS          4                                                             02662  6
*EVALUATION     THE WRITTEN RATIONAL WILL BE JUDGED BY THE EXPERIENCED        02662 25
```

```
                TEACHER AS BEING CONSISTANT WITH IDENTIFIED PRINCIPLES AND02662 26
                RELEVANT DISCUSSION OF PARENT TEACHER CONFERENCE BY PEERS,02662 27
                CANDIDATE AND EXPERIENCED TEACHER.                        02662 28
*FILE           PRACTICUM FIELD  SCHOOL  PARENTS/REPORTING                02662  9

*OBJECTIVES     THE TRAINEE WILL DEMONSTRATE AN ABILITY TO SET AND        02663 17
                MAINTAIN STANDARDS FOR A PUPIL ASSIGNMENT BY TEACHING A   02663 18
                LESSON CONSISTANT WITH ESTABLISHED CRITECICE SO THAT LESS 02663 19
                THAT 4 PUPILS ASK ABOUT, OR ARE REMINDED OF A STANDARD.   02663 20
*PREREQUISITE   KNOWLEDGE OF CRITERIA FOR SETTING + MAINTAINING STANDARDS 02663 21
                FOR A PUPIL ASSIGNMENT + TO HAVE PLANNED A LESSON USING   02663 22
                THE CRITERIA.                                             02663 23
*EXPERIENCE     THE TRAINEE WILL TEACH A PREVIOUSLY PLANNED LESSON TO A   02663 11
                CLASS OF PUPILS NUMBERING NO LESS THAN 20.  THE PREPARED  02663 12
                LESSON PLAN WILL PROVIDE GUIDELINES FOR THE TRAINEE BY    02663 13
                INCLUDING STANDARDS FOR COMPLETION, FORM AND CONTENT,     02663 14
                NEATNESS, REQUESTING ASSISTANCE, AND USE OF TIME UPON     02663 15
                CONCLUSION OF THE PUPIL ASSIGNMENT.                       02663 16
*SETTING        BLANK  BLANK                                              02663 10
*MATERIALS      BLANK                                                     02663  5
*LEVEL          ALL GRADES                                                02663  8
*GENERAL        ALL CANDIDATES                                            02663  7
*HOURS          1/3                                                       02663  6
*EVALUATION     FOLLOWING INITIAL DIRECTIONS, AND DURING THE LESSON LESS  02663 24
                THAN 4 PUPILS ASK ABOUT, OR ARE REMINDED OF A STANDARD.   02663 25
*FILE           PRACTICUM SCHOOL  TEACHING  MANAGEMENT                    02663  9

*OBJECTIVES     GIVEN A CLASSROOM CONTAINING THE DEVIANT PUPIL ≥PUPILS WHO02664 17
                EXHIBIT NEG. BEHAVIOR+ THE TRAINEE WILL DEMINSTRATE AN    02664 18
                ABILITY TO CONTROL THE DEVIANT PUPILS BEHAVIOR BY USING   02664 19
                EFFECTIVE + EFFICIENT STRATEGIES SO THAT THE DEVIANT PUPIL02664 20
                DOES NOT DISTURB THE REST OF THE CLASS.                   02664 21
*PREREQUISITE   KNOWLEDGE OF STRATEGIES FOR CONTROLING THE DEVIANT PUPIL. 02664 22
*EXPERIENCE     THE TRAINEE PARTICIPATES IN A CLASS SITUATION IN WHICH    02664 11
                THERE IS A DEVIANT PUPIL ≥PUPIL WHO EXHIBITS NEGATIVE     02664 12
                BEHAVIOR+.  THE TRAINEE APPLIES PREVIOUSLY LEARNED        02664 13
                KNOWLEDGE AND POSITIVE STRATEGIES FOR CONTROLING THE      02664 14
                DEVIANT PUPIL SO THAT THE PUPIL DOES NOT DISTURB THE REST 02664 15
                OF THE CLASS.                                             02664 16
*SETTING        OTHER ≥SPECIFY+ CLASSROOM  BLANK                          02664 10
*MATERIALS      BLANK                                                     02664  5
*LEVEL          ALL GRADES                                                02664  8
*GENERAL        ALL CANDIDATES                                            02664  7
*HOURS          3/4 HR.                                                   02664  6
*EVALUATION     FROM OBSERVATIONS OF THE TRAINEESS LESSON THE CLASS WILL  02664 23
                BE ATTENTIVE AND UNDISTURBED BY THE DEVIANT PUPIL.        02664 24
*FILE           SCHOOL/FIELD  DISCIPLINE  PRACTICUM                       02664  9

*OBJECTIVES     ARRANGE AND MAINTAIN AN ATTRACTIVE CLASSROOM.             02665 13
*PREREQUISITE   KNOWLEDGE AND TASTE IN COLOR COMBINATIONS, FORM, AND      02665 14
                DESIGN.                                                   02665 15
*EXPERIENCE     OBSERVES THE VALUES OF ARRANGING AND MAINTAINING AN       02665 11
                ATTRACTIVE CLASSROOM, THROUGH COLORFUL DISPLAYS.          02665 12
*SETTING        LARGE GROUP  SCHOOL                                       02665 10
*MATERIALS      BLANK                                                     02665  5
*LEVEL          ALL GRADES                                                02665  8
*GENERAL        ALL CANDIDATES                                            02665  7
*HOURS          3                                                         02665  6
```

```
*EVALUATION    OBSERVE CHILDRENS REACTIONS AND COMMENTS.                02665 16
*FILE          FIELD SCHOOL  DISPLAYS  PRACTICUM                        02665  9
```

```
*OBJECTIVES    THE TRAINEE WILL CRITICALLY ANALYZE HIS OWN TEACHING      02666 24
               BEHAVIOR BY USING THE FOCUSED OBSERVATION TECHNIQUE ON A  02666 25
               VIDEO TEACHING TAPE OF SELF AND DISCUSSING THE OBSERVATION02666 26
               WITH AN INSTRUCTOR SO THAT THE TRAINEE RECOGNIZES THE NEED02666 27
               FOR CONSISTANCY BETWEEN DECISION, RATIONAL FOR DECISION   02666 28
               AND RESULTING PUPIL BEHAVIOR AS AGREED UPON BY TRAINEE +  02666 29
               PROFESSOR.                                                02666 30
*PREREQUISITE  ABILITY TO USE FOCUSED OBSERVATION.  PREPARATION OF       02666 31
               LESSONS FOR TEACHING.                                     02666 32
*EXPERIENCE    THE TRAINEE WILL PARTICIPATE BY TEACHING AND VIDEO TAPING 02666 11
               ANY PREVIOUSLY PREPARED LESSON TO A CLASSROOM OF PUPILS.  02666 12
               THE VIDEO TEACHING TAPE WILL BE ANALYZED BY THE TRAINEE.  02666 13
               USING THE FOCUSED OBSERVATION TECHNIQUE, AND THE          02666 14
               INSTRUCTOR.  DURING AND FOLLOWING VIDEO TAPE VIEWING AND  02666 15
               ANALYSES  THE INSTRUCTOR AND TRAINEE WILL DISCUSS THE     02666 16
               TRAINEES CONSISTANCY IN MAKING DECISIONS, HIS RATIONALE   02666 17
               AND RESULTING PUPIL BEHAVIOR.  THE INTENT OF THE          02666 18
               DISCUSSION IS TO REVEAL TO THE TRAINEE A NEED FOR         02666 19
               CONSISTANCY BETWEEN TEACHING DECISION, RATIONALE AND      02666 20
               RESULTING PUPIL BEHAVIOR SO THAT HE BETTER UNDERSTANDS HIS02666 21
               OWN TEACHING BEHAVIOR.  THIS EXPERIENCE SHOULD BE         02666 22
               REPEATED OVER SEVERAL LESSONS.                            02666 23
*SETTING       BLANK  BLANK                                              02666 10
*MATERIALS     BLANK                                                     02666  5
*LEVEL         ALL GRADES                                                02666  8
*GENERAL       ALL CANDIDATES                                            02666  7
*HOURS         3 HR                                                      02666  6
*EVALUATION    AGREEMENT BETWEEN PROFESSOR AND TRAINEE THAT THE TRAINEE  02666 33
               RECOGNIZES A NEED FOR CONSISTANCY BETWEEN DECISION,       02666 34
               RATIONAL FOR THE DECISION AND RESULTING PUPIL BEHA5VIOR.  02666 35
*FILE          FIELD/SCHOOL  ANALYSIS  VIDEO-TAPE PRACTICUM              02666  9
```

```
*OBJECTIVES    TRAINEE CAN IDENTIFY, DESCRIBE, AND UTILIZE THE           02667 17
               PROFESSIONAL ROLES AND FUNCTIONS OF VARIOUS SUPPORT       02667 18
               PERSONNEL IN AN ELEMENTARY SCHOOL SETTING, E.G. NURSE.    02667 19
               SPEECH THERAPIST, DIAGNOSTICIAN, PSYCHOLOGIST, ETC.       02667 20
*PREREQUISITE  KNOWLEDGE OF AVAILABILITY OF PROFESSIONAL SUPPORT         02667 21
               PERSONNEL IN EDUCATION.                                   02667 22
*EXPERIENCE    TRAINEE STUDIES THE DESCRIPTIONS, FUNCTIONS, AND          02667 11
               PROCEDURES OF SUPPORT PERSONNEL ≥NURSE, COUNSELOR, SPEECH 02667 12
               THERAPIST, HOME TEACHER, DIAGNOSTICIAN, PSYCHOLOGIST,     02667 13
               SOCIAL WORKER, ETC.↑ IN AN ELEMENTARY EDUCATIONAL SETTING.02667 14
               CANDIDATE ASSIGNS SAMPLE CASE SITUATIONS TO SUPPORT       02667 15
               PERSONNEL.                                                02667 16
*SETTING       INDEPENDENT  BLANK                                        02667 10
*MATERIALS     FILE OF JOB DESCRIPTIONS, FUNCTIONS, AND PROCEDURES OF    02667  5
               SUPPORT PERSONNEL IN AN ELEMENTARY SCHOOL SETTING         02667
*LEVEL         ALL GRADES                                                02667  8
*GENERAL       ALL CANDIDATES                                            02667  7
*HOURS         2                                                         02667  6
*EVALUATION    TRAINEE CAN DEFINE AND DESCRIBE THE ROLES, FUNCTIONS, AND 02667 23
               PROCEDURES OF SUPPORT PERSONNEL.  TRAINEE ASSIGNS, AND CAN02667 24
               JUSTIFY ASSIGNMENT OF, SAMPLE CASE SITUATIONS TO SUPPORT  02667 25
               PERSONNEL.                                                02667 26
*FILE          FIELD SCHOOL  PRACTICUM  SPECIALIST                       02667  9
```

```
*OBJECTIVES     TO USE, AND JUSTIFY THE USE OF, A VARIETY OF INSTRUCTIONAL02668 14
                MATERIALS AND TEACHING AIDS.                              02668 15
*PREREQUISITE KNOWLEDGE OF NATURE, USE UTILITY, AND SOURCES OF            02668 16
                INSTRUCTIONAL MATERIALS AND TEACHING AIDS.                02668 17
*EXPERIENCE     CANDIDATE TEACHES A LESSON UTILIZING A VARIETY OF         02668 11
                INSTRUCTIONAL MATERIALS AND AIDS, AND DESCRIBES THEIR     02668 12
                EXTENT AND UTILITY.                                       02668 13
*SETTING        INDEPENDENT  SCHOOL                                       02668 10
*MATERIALS      BLANK                                                     02668  5
*LEVEL          ALL GRADES                                                02668  8
*GENERAL        ALL CANDIDATES                                            02668  7
*HOURS          1/3                                                       02668  6
*EVALUATION     DEMONSTRATES USE OF AND FAMILIARITY WITH AVAILABLE        02668 18
                INSTRUCTIONAL MATERIALS MEETING CRITERIA OF VARIETY AND   02668 19
                APPLICABILITY WRITTEN RESTRICTIONS OF AVAILABILITY.       02668 20
*FILE           SCHOOL FIELD  TEACHING  PRACTICUM MEDIA                   02668  9
```

```
*OBJECTIVES     FAMILIARIZE TRAINEE WITH TYPICAL DATA INCLUDED,           02669 18
                TERMINOLOGY, SIGNIFICANCE OF DATA, AND USE OF CUMULATIVE  02669 19
                RECORDS OF ELEMENTARY PUPILS.  PROVIDE PRACTICE IN DATA   02669 20
                INTERPRETATION AND CLASSIFICATION.                        02669 21
*PREREQUISITE KNOWLEDGE OF ELEMENTARY DATA COLLECTION PROCEDURES AND      02669 22
                TERMINOLOGY RELATED TO ELEMENTARY EDUCATION.  ≥HOMAN      02669 23
                LEARNING+                                                 02669 24
*EXPERIENCE     TRAINEE GAINS KNOWLEDGE ≥HEARS, READS, ETC.+ OF CUMULATIVE02669 11
                STUDENT RECORDS-DATA INCLUDED, FORMAT, SIGNIFICANCE, USE. 02669 12
                TRAINEE READS SAMPLE PUPIL CUMULATIVE RECORDS AND         02669 13
                IDENTIFIES FEATURES OR RECORDS THAT REVEAL PARTICULAR     02669 14
                CATEGORIZATIONS OF PROBLEMS OR PROSPECTS ≥PHYSIOLOGICAL,  02669 15
                PSYCHOLOGICAL, INTELLECTUAL, EXPERIENTIAL+ AND/OR PATTERNS02669 16
                OF BEHAVIOR.                                              02669 17
*SETTING        INDEPENDENT  BLANK                                        02669 10
*MATERIALS      SETS OF SAMPLE CUM. RECORDS DELIBERATELY DESIGNED TO MEET 02669  5
                SET CLASSIFICATIONS.                                      02669
*LEVEL          ALL GRADES                                                02669  8
*GENERAL        ALL CANDIDATES                                            02669  7
*HOURS          3                                                         02669  6
*EVALUATION     TRAINEE IS ABLE TO CITE FEATURES OF, SIGNIFICANCE, AND USE02669 25
                OF CUMULATIVE RECORD DATA.  TRAINEE CAN CATEGORIZE WITHIN 02669 26
                PREDETERMINED CLASSES, AND JUSTIFY SUCH CATEGORIZATION, OF02669 27
                SAMPLE CUMULATIVE RECORDS WITH 80( ACCURACY.              02669 28
*FILE           SCHOOL  PRACTICUM  RECORDS                                02669  9
```

```
*OBJECTIVES     PROVIDE EXPERIENCE IN APPLYING, IN A PROGRAM OF ACTION,   02670 14
                THE RESULTS OF DATA INTERPRETATION AND CLASSIFICATION FROM02670 15
                STUDENT CUMULATIVE RECORDS.                               02670 16
*PREREQUISITE PRACTICE IN DATA INTERPRETATION AND CLASSIFICATION BASED    02670 17
                ON STUDENT CUMULATIVE RECORDS MODULE 2668                 02670 18
*EXPERIENCE     CANDIDATE PREPARES AN ADVISORY REPORT OF INSTRUCTIONAL OR 02670 11
                REMEDIAL RECOMMENDATIONS FOR AN ELEMENTARY PUPIL ON THE   02670 12
                BASIS OF EVALUATION OF DATA IN A SAMPLE CUMULATIVE RECORD.02670 13
*SETTING        SMALL GROUP ≥1-12 STUDENTS+  BLANK                        02670 10
*MATERIALS      BLANK                                                     02670  5
*LEVEL          ALL GRADES                                                02670  8
*GENERAL        ALL CANDIDATES                                            02670  7
*HOURS          2                                                         02670  6
*EVALUATION     RECOMMENDATIONS MEET THE APPROVAL OF A PANEL OF THREE     02670 19
                FELLOW STUDENTS.  EVALUATION BASED ON DEMONSTRATABLE      02670 20
*RELATIONSHIP BETWEEN DATA AND RECOMMENDATIONS.                           02670 21

*FILE           FIELD SCHOOL  REPORTING PRACTICUM  DIAGNOSIS              02670  9
```

```
*OBJECTIVES     TO ALERT TRAINEES TO UNPLANNED TEACHER-LEARNING SEQUENCES 02671 19
                IN VALUE JUDGEMENTS                                       02671 20
*PREREQUISITE NONE                                                        02671 21
*EXPERIENCE     WATCH VIDEO TAPE REPRODUCTIONS OF FREE EXCHANGE IN A      02671 11
                CLASSROOM WITH ORPPORTUNITIES OF AN OPEN-ENDED NATURE     02671 12
                INVOLVING VALUES.  FIND THE VALUE BASIC TO THE DISCUSSION 02671 13
                ORGANIZE A TEACHING EPISODE  N WHICH:  ≥A+ ≥A+  DISCUSSION02671 14
                ABOUT THE VALUE WOULD BE ENCOURAGED  ≥B+  APBLICATION OF  02671 15
                THE VALUE TO THE IMMEDIATE STUDENT GROUP COULD BE MADE    02671 16
                ≥C+  COMPARISON OF OTHER SETTINGS IN WHICH THE VALUE IS   02671 17
                OPERATIVE                                                 02671 18
*SETTING        SMALL GROUP ≥1-12 STUDENTS+  BLANK                        02671 10
*MATERIALS      BLANK                                                     02671  5
*LEVEL          BLANK                                                     02671  8
*GENERAL        ALL CANDIDATES                                            02671  7
*HOURS          3 OR 4                                                    02671  6
*EVALUATION     INSTRUCTOR AND PEER OPINION                               02671 22
*FILE           SCHOOL PRACTICUM  VALUES  TEACHING                        02671  9
```

```
*OBJECTIVES     TO BE ABLE TO GIVE CONCISE, UNDERSTANDABLE DIRECTIONS FOR 02672 18
                WORK TO BE COMPLETED AND TO SET AND MAINTAIN HIGH         02672 19
                STANDARDS FOR WORK.                                       02672 20
*PREREQUISITE KNOWLEDGE ABOUT PLANNING AND CARRYING OUT LESSONS, GIVING 02672 21
                DIRECTIONS, SETTING AND MAINTAINING STANDARDS FOR WORK.   02672 22
*EXPERIENCE     OBSERVES VIDEO-TAPE RECORDING OF CLASSROOM TEACHER GIVING 02672 11
                DIRECTIONS FOR AN ASSIGNMENT, SETTING THE STANDARDS FOR   02672 12
                COMPLETION, FORM AND CONTENT, NEATNESS, REQUESTING        02672 13
                ASSISTANCE AND USE OF FREE TIME UPON CONCLUSION OF        02672 14
                ASSIGNMENT--PREPARES A LESSON CONTAINING THE ELEMENTS     02672 15
                DESCRIBED ABOVE FOR PRESENTATIONS TO PEER GROUPS OR TO    02672 16
                CHILDREN IN A SCHOOL SETTING.                             02672 17
*SETTING        SMALL GROUP ≥1-12 STUDENTS+  SCHOOL                       02672 10
*MATERIALS      BLANK                                                     02672  5
*LEVEL          ALL GRADES                                                02672  8
*GENERAL        ALL CANDIDATES                                            02672  7
*HOURS          1                                                         02672  6
*EVALUATION     STUDENT IS ABLE TO DEMONSTRATE HIS ABILITY TO PLANS AND   02672 23
                CARRY OUT MOST ELEMENTS INVOLVED IN A TYPICAL LESSON, BY  02672 24
                GIVING CONCISE DIRECTIONS FOR THE WORK TO BE COMPLETED AND02672 25
                SETTING AND MAINTAINING STANDARDS.                        02672 26
*FILE           PRACTICUM SCHOOL  FIELD  MANAGEMENT                       02672  9
```

```
*OBJECTIVES     TO DEMONSTRATE ABILITY TO GIVE DIRECTIONS TO CHILDREN IN  02673 17
                THE DISPENSING USE AND COLLECTION OF MATERIALS AND TO     02673 18
                PROVIDE FOR THEIR CLEANUP AND DISPOSAL AS REQUIRED.       02673 19
*PREREQUISITE ABILITY TO LIST THE PROCEDURES NEEDED TO CARRY OUT THE      02673 20
                DISPENSING, COLLECTING AND RETURNING OF MATERIALS         02673 21
*EXPERIENCE     TRAINEE OBSERVES TEACHER≥S+ ESTABLISHING ROUTINES FOR     02673 11
                CHILDREN TO DISPENSE, USE AND COLLECT MATERIALS AND TO    02674 12
                HAVE THEM PROVIDE FOR CLEANUP AND/OR DISPOSED.            02673 13
                DEMONSTRATES THE PROPER, SAFE AND EFFICIENT USE OF        02673 14
                MATERIALS INCLUDING COLLECTION, CLEANUP AND RETURN TO     02673 15
                DESIGNATED AREA.                                          02673 16
*SETTING        SMALL GROUP ≥1-12 STUDENTS+  SCHOOL                       02673 10
*MATERIALS      BLANK                                                     02673  5
*LEVEL          ALL GRADES                                                02673  8
```

```
*GENERAL       ALL CANDIDATES                                        02673  7
*HOURS         1/2 TO 3/4                                            02673  6
*EVALUATION    UNDER THE DIRECTION OF THE TEACHER CANDIDATE* CHILDREN ARE02673 22
               ABLE TO EFFICIENTLY AND SAFELY USE MATERIALS AND RETURN   02673 23
               THEM IN GOOD ORDER ≥CLEANED AND ARRANGED+ TO THEIR       02673 24
               ORIGINAL LOCATION.                                    02673 25
*FILE          PRACTICUM FIELD  MATERIALS  MANAGEMENT                02673  9
```

```
*OBJECTIVES    THE STUDENT WILL CONSTRUCT A FOUR=RESPONSE MULTIPLE-CHOICE02674 19
               INSTRUMENT OF 30 OR MORE ITEMS DESIGNED TO MEASURE PUPILS≤02674 20
               ABILITY TO INTERRRET DATA PRESENTED IN GRAPHS + TABLES.   02674 21
               80( OF ITEMS TO BE ACCEPTABLE TO A TEAM OF 3 STUDENTS     02674 22
               JUDGING THEM ON THS BASIS OF THE SAME CRITERIA USED IN    02674 23
               CONSTRUCTING THEM.                                    02674 24
*PREREQUISITE COURSE IN TESTS AND MEASUREMENT OR INDEPENDENT STUDY OF A 02674 25
               TEXT IN THAT FIELD.                                   02674 26
*EXPERIENCE    SELECT DATA TO BE INTERPRETED FROM A SINGLE FIELD OF     02674 11
               KNOWLEDGE ≥PREFERABLY A TOPIC TO BE ACTUALLY TAUGHT.+    02674 12
               PREPARE AT LEAST 30 STEMS AND THEIR CORRESPONDING FOILS  02674 13
               ACCORDING TO PRINCIPLES OF TEST CONSTRUCTION TAKEN FROM A 02674 14
               STANDARD TEXT.  SUBMIT THE ITEMS, ALONG WITH THE CRITERIA 02674 15
               USED IN CONSTRUCTING THEM, TO BE JUDGED BY A PANEL OF 3  02674 16
               STUDENTS ON THE BASIS OF CONFORMITY TO THE CRITERIA      02674 17
               PROVIDED.                                             02674 18
*SETTING       BLANK  SCHOOL                                         02674 10
*MATERIALS     BLANK                                                 02674  5
*LEVEL         GRADES 5-8                                            02674  8
*GENERAL       GENERALIST                                            02674  7
*HOURS         4                                                     02674  6
*EVALUATION    APPLY MINIMUM STANDARD OF 80( ACCEPTANCE BY PANEL OF 3   02674 27
               STUDENTS.                                             02674 28
*FILE          SCHOOL  TESTING  PRACTICUM                            02674  9
```

```
*OBJECTIVES    TO DEMONSTRATE ABILITY TO MAINTAIN EFFICIENT AND EFFECTIVE02675 15
               WAYS OF COMMUNICATING WITH AND CONTROLLING CHILDREN.     02675 16
*PREREQUISITE NONE                                                   02675 17
*EXPERIENCE    TEACHER CANDIDATE WILL OBSERVE CLASSROOM TEACHER≥S+ USING 02675 11
               VARIOUS TECHNIQUES FOR MAINTAINING ORDER, GAINING        02675 12
               ATTENTION, AND CONTROLLING NOISE LEVEL AND WORK HABITS OF 02675 13
               THE CLASS ≥READ OR SIMULATED+.                        02675 14
*SETTING       SMALL GROUP ≥1-12 STUDENTS+  SCHOOL                   02675 10
*MATERIALS     BLANK                                                 02675  5
*LEVEL         ALL GRADES                                            02675  8
*GENERAL       ALL CANDIDATES                                        02675  7
*HOURS         1/2 TO 3/4                                            02675  6
*EVALUATION    STUDENT IS ABLE TO DEMONSTRATE THE USE OF VARIOUS SIGNALS 02675 18
               AND TECHNIQUES TO CARRY OUT DAILY CLASSROOM FUNCTIONS    02675 19
               EFFICIENTLY AND FREE FROM INTERRUPTIONS.              02675 20
*FILE          FIELD  DISCIPLINE  PRACTICUM                          02675  9
```

```
*OBJECTIVES    THE STUDENT WILL DEMONSTRATE HIS ABILITY TO STATE        02676 15
               DIRECTIONS CLEARLY BY PROVIDING NO LESS THAN FIVE        02676 16
               ESSENTIAL ACTIONS THAT 4 OUT OF 5 PUPILS CAN INDEPENDENTLY02676 17
               FOLLOW IN LOCATING A DESIGNATED ITEMS.                02676 18
*PREREQUISITE GENERAL EFFECTIVENESS IN ORAL COMMUNICATION.           02676 19
*EXPERIENCE    PLAN A DIRECTION=GIVING DEMONSTRATION AND PRACTICE IT.  IN02676 11
               THE DEMONSTRATION PUPILS ARE PERMITTED TO ASK SEVERAL    02676 12
               QUESTIONS AT THE TIME OF THE INITIAL DIRECTIONS. BUT LATER02676 13
               QUESTIONS WILL NOT QUALIFY.                                 02676 14
*SETTING       SMALL GROUP ≥1=12 STUDENTS,  SCVHOOL                        02676 10
*MATERIALS     BLANK                                                       02676  5
*LEVEL         ALL GRADES                                                  02676  8
*GENERAL       ALL CANDIDATES                                              02676  7
*HOURS         2                                                           02676  6
*EVALUATION    APPLY THE CRITERION OF 4 OUT OF 5 SUCCESSES AMONG PUPILS.   02676 20
*FILE          SCHOOL  COMMUNICATING  PRACTICUM                            02676  9

*OBJECTIVES    THE STUDENT WILL DEMONSTRATE A PLANNED MOTIVATIONAL         02677 18
               TECHNIQUE THAT WILL INDUCE WITHOUT COERCION MORE THAN HALP02677 19
               OF THE PUPILS IN A CLASS TO VOLUNTARILY PURSUE A            02677 20
               TRADITIONAL SCHOOL TOPIC IN THEIR FREE TIME AT HOME OR AT   02677 21
               SCHOOL.                                                     02677 22
*PREREQUISITE FAMILIARITY WITH GENERAL PRINCIPLES OF PSYCHOLOGY RELATED   02677 23
               TO PUPIL MOTIVATION.                                        02677 24
*EXPERIENCE    PROVIDE STUDENT THE TIME, MATERIALS, RESOURCES, AND         02677 11
               CONSULTATION THAT HE REQUIRES IN PREPARING HIS              02677 12
               DEMONSTRATION,  IF POSSIBLE, PROVIDE FOR VIDEO TAPING THE   02677 13
               THE ACTUAL DEMONSTRATION FOR LATER REVIEW BY THE STUDENT.   02677 14
               ELICIT HIS ANALYSIS OF THE SUCCESS OR FAILURE OF THE        02677 15
               DEMONSTRATIONS.  PROVIDE FOR RE-CYCLING AS INDIVIDIAL       02677 16
               NEEDS ARE DISCOVERED.                                       02677 17
*SETTING       LARGE GROUP  SCHOOL                                         02677 10
*MATERIALS     BLANK                                                       02677  5
*LEVEL         ALL GRADES                                                  02677  8
*GENERAL       ALL CANDIDATES                                              02677  7
*HOURS         4-5                                                         02677  6
*EVALUATION    COLLECT EVIDENCE TO DETERMINE THE NUMBER OF CHILDREN WHO    02677 25
               PURSUED THE SELECTED TOPIC IN THEIR FREE TIME.              02677 26
*FILE          SCHOOL  PRACTICUM  MOTIVATION                               02677  9

*OBJECTIVES    TO FAMILIARIZE STUDENTS WITH MULTI-MEDIA APPROACHES TO      02678 19
               INSTRUCTION.                                                02678 20
*PREREQUISITE INSTRUCTIONAL MATERIALS                                     02678 21
*EXPERIENCE    SELECT MATERIALS RELATED TO A TEACHING EPISODE IN AT LEAST02678 11
               FOUR INSTRUCTIONAL MATERIAL AREAS.  ARRANGE MATERIALS BY    02678 12
               GROUPS FOR MAXIMUM REINFORCEMENT OF A TEACHING STRATEGY     02678 13
               OPERATE THE HARDWARE.  PREPARE AT LEAST ONE ORIGINAL        02678 14
               MATERIAL IN THE A/V INSTRUCTIONAL MATERIALS GROUP.  RELATE02678 15
               THE ORIGINAL MATGRIAL TO COMMERCIAL INSTRUCTIONAL           02678 16
               MATERIALS, CATALOGUE, AND WRITE THE ANNOTATION FOR THE      02678 17
               IDENTIFICATION CARD.                                        02678 18
*SETTING       INDEPENDENT  BLANK                                          02678 10
*MATERIALS     BLANK                                                       02678  5
*LEVEL         BLANK                                                       02678  8
*GENERAL       BLANK                                                       02678  7
*HOURS         8-10                                                        02678  6
*EVALUATION    USEFULLNESS IN THE CLASSROOM AS COMPARED TO A TRADITIONAL   02678 22
               PRESENTATION OF THE SAME MATERIAL                           02678 23
*FILE          SCHOOL  MEDIA  TEACHING/PRACTICUM                           02678  9

*OBJECTIVES    TEACHERS BECOME AWARE OF ≥1.  TO HELP BEHAVIOR IN THE       02679 17
               CLASSROOM  ≥2,  TO HELP STUDENTS DEVELOP CONTROL OF THEIR   02679 1
               VERBAL BEHAVIOR IN THE CLASSROOM                            02679 19
*PREREQUISITE READING OF AMIDON AND HUNTER, IMPROVING TEACHING READING    02679 20
               OF RESEARCH BY AMIDON AND FLANDERS                          02679 21
*EXPERIENCE    ≥1,  CODING AND ANALYZING VERBAL INTERACTION BETWEEN        02679 11
```

```
               TEACHER AND PUPILS IN  ≥1•  ACTUAL CLASSROOM SITUATIONS   02679 12
               ≥2•  VIDEO-TAPED SITUATIONS  ≥3•  CASE STUDIES-           02679 13
               FICTIONALIZED OR RECORDED FROM ACTUAL SITUATIONS  ≥2•     02679 14
               USING CATEGORIES DEVELOPED BY AMIDON AND FLANDERS TO CODE 02679 15
               TEACHER AND PUPIL VERBAL RESPONSES.                       02679 16
                                                                         02679 10
*SETTING       BLANK  SCHOOL                                             02679  5
*MATERIALS     BLANK                                                     02679  8
*LEVEL         BLANK                                                     02679  7
*GENERAL       BLANK                                                     02679  6
*HOURS         BLANK                                                     02679 22
*EVALUATION    CLASSIFYING AND ANALYZING THE VERBAL BEHAVIOR USED BY     02679 23
               STUDENTS IN MICRO-TEACHING SITUATIONS                     02679  9
*FILE          FIELD  INTERACTION  PRACTICUM
```

```
*OBJECTIVES    TO LEARN TO COMMUNICATE WITH PARENTS OF PUPILS            02680 14
                                                                         02680 15
*PREREQUISITE BLANK
*EXPERIENCE    EXPERIENCE IN ADULT INTERVIEW.  TECHNIQUES AND DEVELOPING 02680 11
               A CASE STUDY OF INNTER-CITY FAMILY.  ≥WHITE TEACHER, BLACK02680 12
               FAMILY• BLACK TEACHER, WHITE FAMILY•                      02680 13
                                                                         02680 10
*SETTING       INDEPENDENT  SCHOOL OR COMMUNITY                          02680  5
*MATERIALS     NONE                                                      02680  8
*LEVEL         BLANK                                                     02680  7
*GENERAL       ALL CANDIDATES                                            02680  6
*HOURS         BLANK
*EVALUATION    BE ABLE TO SELECT FROM A LIST OF 15 THE 10 KEY TECHNIQUES 02680 15
               IN CONDUCTING AN INTERVIEW.                               02680 16
*FILE          FIELD  INTERVIEW  PARENTS                                 02680  9
```

```
*OBJECTIVES    TO RECOGNIZE THE VALUE OF (OUTDOOR EDUCATION( EXPERIENCES 02681 14
               FOR INNER CITY CHILDREN AND TO PROVIDE THEM WITH THE      02681 15
               BACKGROUND FOR IMPLAMENTATION OF THESE PROGRAMS.          02681 16
*PREREQUISITE ACQUAINTANCE WITH THE STRUCTURE AND OPERATION OF THE       02681 17
               SCHOOL≤S OUTDOOR EDUCATION PROGRAM                        02681 18
*EXPERIENCE    ≥1• PARTICIPATION IN SCHOOL CAMP PROGRAM• 3. EXPLORE THE  02681 11
               DEVELOPMENT OF OUTDOOR EDUCATION POSSIBILITIES ON PRESENT 02681 12
               SCHOOL SITES.                                             02681 13
                                                                         02681 10
*SETTING       BLANK                                                     02681  5
*MATERIALS     BLANK                                                     02681  8
*LEVEL         GRADES 5-8                                                02681  7
*GENERAL       SPECIALIST                                                02681  6
*HOURS         BLANK
*EVALUATION    BE ABLE TO PICK OUT FROM A 20 ITEM LIST OF CONCEPTS ON    02681 19
               OUTDOOR EDUCATION THE 10 KEY CONCEPTS.                    02681 20
*FILE          FIELD  OUTDOOR  CAMPING                                   02681  9
```

```
*OBJECTIVES    TO FAMILIARIZE THE INTERN WITH OTHER AGENCIES WHICH WORK  02682 17
               WITH THE PEOPLE IN HIS SCHOOL DISTRICT                    02682 18
                                                                         02682 19
*PREREQUISITE BLANK
*EXPERIENCE    WORK IS WITH COMMUNITY SERVICE AGENCY.  THE WORK SHOULD   02682 11
               INCLUDE INDIVIDUAL CONFERENCES BETWEEN THE AGENCY WORKER  02682 12
               AND THE STUDENT SUGGESTED AGENCIES INCLUDE, AMONG OTHERS, 02682 13
               ADULT EDUCATION, SOCIAL WORK, ECONOMIC OPPORTUNITY CENTER,02682 14
               VISITING NURSES, LOCAL WELFARE OFFICE.  STUDENTS SHOULD   02682 15
               MEET IN A WEEKLY SEMINAR TO DISCUSS EXPERIENCES.          02682 16
                                                                         02682 10
*SETTING       INDEPENDENT  OTHER ≥SPECIFY, 10-15                        02682  5
*MATERIALS     BLANK                                                     02682  8
*LEVEL         ALL GRADES                                                02682  7
*GENERAL       ALL CANDIDATES
```

```
*HOURS          30                                                      02682  6
*EVALUATION     BE ABLE TO SELECT WITH 80( ACCURACY THE FUNCTIONS +     02682 20
                BELIEFS OF 4 COMMUNITY SERVICE AGENCIES.                02682 21
*FILE           FIELD  COMMUNITY AGENCIES                               02682  9
--------------------------------------------------------------------------------

*OBJECTIVES     DEMONSTRATES ABILITY TO STORE CLASSROOM SUPPLIES IN AN  02683 13
                ORDERLY MANNER ACCESSIBLE TO PUPILS.                    02683 14
*PREREQUISITE   ABILITY TO LIST, GENERALLY, THE BASIC EQUIPMENT AND     02683 15
                SUPPLIES NECESSARY TO CLASSROOM OPERATION.              02683 16
*EXPERIENCE     PRACTICES THE HABIT OF STORING ROOM SUPPLIES IN AN ORDERLY02683 11
                MANNER AND ACCESSIBLE TO CHILDREN.                      02683 12
*SETTING        LARGE GROUP  SCHOOL                                     02683 10
*MATERIALS      BLANK                                                   02683  5
*LEVEL          ALL GRADES                                              02683  8
*GENERAL        ALL CANDIDATES                                          02683  7
*HOURS          BLANK                                                   02683  6
*EVALUATION     FROM THE FIRST DAY OF SCHOOL, THE CANDIDATE HAS SUPPLIES 02683 17
                ORGANIZED AND STORED IN AN ORDERLY MANNER AND ACCESSIBLE 02683 18
                TO CHILDREN.                                            02683 19
*FILE           FIELD  SUPPLIES  ORGANIZATION                           02683  9
--------------------------------------------------------------------------------

*OBJECTIVES     TO FAMILIARIZE THE INTERN WITH THE (REALITIES OF LIFE( IN 02684 18
                SO FAR AS THE PUBLIC SUPPORT AT EDUCATION IS CONCERNED  02684 19
*PREREQUISITE   BLANK                                                   02684 20
*EXPERIENCE     A PRESENTATION BY THE SUPERINTENDANT OF SCHOOLS ON SCHOOL 02684 11
                FINANCE,  HE SHOULD BE ASKED TO GIVE THE STUDENTS       02684 12
                ≥INTERNS+ INFORMATION CONCERNING MILLAGE VOTES, HOW THE 02684 13
                AMOUNT BEING ASKED FOR HAS BEEN ARRIVED AT, THE IMPACT OF 02684 14
                STATE AND FEDERAL AID ON HIS DISTRICT, AND THE DEGREE OF 02684 15
                CONTROL EXERCISED BY STATE AND FEDERAL EDUCATIONAL      02684 16
                AGENCIES IN HIS DISTRICT                                02684 17
*SETTING        OTHER ≥SPECIFY+ 10-15  FIELD                            02684 10
*MATERIALS      BLANK                                                   02684  5
*LEVEL          BLANK                                                   02684  8
*GENERAL        BLANK                                                   02684  7
*HOURS          1 1/2                                                   02684  6
*EVALUATION     WITH 80( ACCURACY THE STUDENT SHOULD BE ABLE TO IDENTIFY 02684 21
                FROM A LIST ABOUT SCHOOL FINANCING THE KEY PROBLEMS.    02684 22
*FILE           SCHOOL  INTERNSHIP  ADMINISTRATION                      02684  9
--------------------------------------------------------------------------------

*OBJECTIVES     HELP TEACHER SEE THEIR OWN PROGRESS AND GROWTH OVER A   02685 15
                PERIOD OF TIME DURING THE INTERNSHIP.                   02685 16
*PREREQUISITE   BLANK                                                   02685 17
*EXPERIENCE     MAINTAIN A LOG OF PERSONAL OBSERVATIONS, ≥FRUSTRATIONS+ 02685 11
                AND PERCEPTIONS DURING EACH TERM OF THE INTERNSHIP.     02685 12
                RELATE THESE EXPERIENCES WITH OPENNESS AND HONESTY SO THAT02685 13
                IT MAY BE A TOOL TO BE USED IN SELF*UNDERSTANDING       02685 14
*SETTING        BLANK                                                   02685 10
*MATERIALS      BLANK                                                   02685  5
*LEVEL          BLANK                                                   02685  8
*GENERAL        BLANK                                                   02685  7
*HOURS          BLANK                                                   02685  6
*EVALUATION     PERIODIC REVIEW OF LOG WITH INTERN CONSULTANT           02685 18
*FILE           FIELD  SELF UNDERSTANDING  INTERNSHIP                   02685  9
--------------------------------------------------------------------------------
```

```
*OBJECTIVES    RECOGNIZES THE INFLUENCE AT TEMPERATURE, HUMIDITY,        00212018
               COMFORTABLE SEATING, LIGHTING, VIEWING, FREEDOM, SAFETY   00212019
               ETC, ON STUDENT LOCATION AND LEARNING,                    00212020
*PREREQUISITE KNOWLEDGE OF HUMAN GROWTH AND DEVELOPMENT,  ABILITY TO     00212021
               LIST INFLUENCING FACTORS ON LEARNING,  OBSERVATIONS OF    00212022
               CLASSROOMS FOCUSING ON ACCOMODATIONS INFLUENCING LEARNING,00212023
*EXPERIENCE    HEARS OR READS ABOUT AND PREPARES A LIST OF PHYSICAL      00212011
               FACTORS IN A CLASSROOM WHICH CAN INFLUENCE LEARNING       00212012
               OBSERVES CLASSROOMS (REAL OR SIMULATED) AND NOTES THE     00212013
               PRESENCE OR ABSENCE(AND DEGREE) OF EACH FEATURE AND       00212014
               APPARENT ACCOMODATION,  OPERATES AS A TEACHER AND         00212015
               ACCOMODATES FOR THE PHYSICAL COMFORT FACTORS WHICH        00212016
               INFLUENCE LEARNING                                        00212017
*SETTING       INDEPENDENT,  SCHOOL                                      00212010
*MATERIALS     BLANK                                                     00212005
*LEVEL         ALL GRADES                                                00212008
*GENERAL       ALL CANDIDATES                                            00212007
*HOURS         1                                                         00212006
*EVALUATION    CONDIDATE WILL BE ABLE TO LIST PHYSICAL FACTORS           00212024
               INFLUENCING LEARNING,  OBSERVATION OF CLASSROOM WILL NOT  00212025
               REVEAL ANY CHILD IN A POORLY ADJUSTED SEAT, SQUIRMING     00212026
               BECAUSE OF EXTERNAL (CHANGEABLE) FACTORS OR DISTRACTED    00212027
               FROM LEARNING OPPORTUNITIES BY SOME PHYSICAL FACTOR WHICH 00212028
               CAN BE TEACHER CONTROLLED,                                00212029
*FILE          PHYSICAL ENVIRONMENT  ACCOMODATIONS  LEARNING             00212009
```

```
*OBJECTIVES    TO ESTABLISH AND USE FAIR AND REASONABLE PATTERNS AND     00213018
               PRACTICES IN TEACHING-LEARNING ACTIVITIES (I,E, ROUTINES, 00213019
               SHARING EXPERIENCES + RESPONSIBILITIES)                   00213020
*PREREQUISITE GENERAL CLASSROOM OPINATION; WORKING WITH SMALL GROUPS OF 00213021
               STUDENTS ESTABLISHING AND SHARING RESPONSIBILITIES RELATED00213022
               TO LEARNING,                                              00213023
*EXPERIENCE    -VIEWS VIDEO TAPE OF CLASSROOM TEACHER WORKING WITH       00213011
               CHILDREN IN A POSITIVE LEARNING CLIMATE WHERE CHILDREN ARE00213012
               TAUGHT TO SHARE, TO TAKE AND MAINTAIN RESPONSIBILITIES FOR00213013
               SELF AND OTHERS AND WHETHER PROBLEMS OF BEHAVIOR ARE MET  00213014
               AND DEALT WITH IN A IMMEDIATE, REASONABLE AND CALM WAY,   00213015
               -OBSERVES CLASSROOMS (LIVE) TO DETECT WAYS IN WHICH A     00213016
               TEACHER PROMOTES A POSITIVE LEARNING CLIMATE,             00213017
*SETTING       INDEPENDENT,  COLLEGE                                     00213010
*MATERIALS     BLANK                                                     00213005
*LEVEL         ALL GRADES                                                00213008
*GENERAL       ALL CANDIDATES                                            00213007
*HOURS         1-2 - 3/4                                                 00213006
*EVALUATION    STUDENT WILL DEMONSTRATE HIS ABILITY TO SHARE WITH        00213024
               STUDENTS,  THE RESPONSIBILITY FOR MAINTAINING A POSITIVE  00213025
               LEARNING CLIMATE BY INVOLVING THEM IN FORMULATING         00213026
               PROCEDURE AND ROUTINES AND IN THE REINFORCEMENT OF        00213027
               ACCEPTABLE BEHAVIOR,                                      00213028
*FILE          VIDEO TAPE  POSITIVE LEARNING ENVIRONMENT  SOCIALIZATION  00213009
```

```
*OBJECTIVES    TO ESTABLISH AND USE FAIR AND REASONABLE BEHAVIOR         00214016
               PATTERNS AND PRACTICES IN TEACHING-LEARNING ACTIVITIES    00214017
```

```
*PREREQUISITE OBSERVATION OF CLASSROOM TEACHER WORKING WITH CHILDREN     00214018
              DISCUSSING ASPECTS OF THEIR RIGHTS, PRIVILEGES +           00214019
              RESPONSIBILITIES                                           00214020
*EXPERIENCE   -READS AND LEARNS ABOUT RIGHTS, PRIVLEGES AND              00214012
              RESPONSIBILITIES OF CHILDREN,  OBSERVES VIDEO TAPE OF      00214013
              TEACHER DEMONSTRATING WAYS IN WHICH CHILDREN≠S RIGHTS,     00214014
              PRIVLEGES AND RESPONSIBILITIES ARE 1-DENIED  2-DEVELOPED   00214015
*SETTING      INDEPENDENT,  COLLEGE                                      00214011
*MATERIALS    BLANK                                                      00214005
*LEVEL        ALL GRADES                                                 00214008
*GENERAL:     ALL CANDIDATES                                             00214007
*HOURS        1/2-3/4                                                    00214006
*EVALUATION   STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF CHILDREN≠S   00214021
              RIGHT, PRIVILEGES AND RESPONSIBILITIES THROUGH HIS         00214022
              DISCUSSIONS, ACTIONS AND PERFORMANCE RELATED TO THESE      00214023
              ESSENTIALS,  HE WILL BE ABLE TO LIST HIS RATIONALS FOR     00214024
              CHOOSING APPROPRIATE STRATEGIES OF TEACHING                00214025
*FILE         RIGHTS + RESPONSIBILITY CHILDREN  LEARNING ENVIRONMENT     00214009
              TEACHING ACTIVITIES                                        00214010
```

```
*OBJECTIVES   TO ESTABLISH REASONABLE AND CHALLENGING WORK STANDARDS     00215017
              AND HABITS FOR EACH SUBJECT AND/OR LESSON,                 00215018
*PREREQUISITE OBSERVATION OF CLASSROOM TEACHERS CARRYING OUT A LESSON    00215019
              FROM BEGINNING TO IT≠S COMPLETION WITH PROVISIONS FOR ALL  00215020
              STUDENT≠S TO COMPLETE THEIR WORK,                          00215021
*EXPERIENCE   VIEWS VIDEO-TAPE OF CLASSROOM TEACHER SETTING WORK         00215011
              STANDARDS AND DEVELOPING GOOD WORK HABITS FOR CHILDREN     00215012
              LEARNS ABOUT SEQUENTRAL DEVELOPMENTAL AT EACH LESSON       00215013
              CLASSROOM, DEVELOP A DIAGRAM OF A CLASSROOM ARRANGES     00217014
              MAJORITY WHO FINISH TOGETHER AND THE FEW WHO DO NOT FINISH00215015
              IN THE SPECIFIED TIME,                                     00215016
*SETTING      INDEPENDENT,  SCHOOL                                       00215010
*MATERIALS    BLANK                                                      00215005
*LEVEL        ALL GRADES                                                 00215008
*GENERAL:     ALL CANDIDATES                                             00215007
*HOURS        1                                                          00215006
*EVALUATION   STUDENT WILL DEMONSTRATE HIS ABILITY TO ESTABLISH        00215022
              EFFECTIVE PATTERNS FOR CHILDREN TO BEGIN AND COMPLETE      00215023
              THEIR WORK BY GIVING GOOD DIRECTIONS RELATED TO FORM AND   00215024
              CONTENT OF ASSIGN≠MT TIME, ACCURRCY, MAKE UP LESSONS       00215025
              AND ASSISTANCE FROM TEACHER OR OTHER CHILDREN,             00215026
*FILE         WORK HABITS  LESSON PLANNING  INSTRUCTION                  00215009
```

```
*OBJECTIVES   TO PROVIDE FOR THE PHYSICAL COMFORT AND SAFETY OF EACH     00216018
              CHILD IN THE CLASSROOM,                                    00216019
*PREREQUISITE NONE                                                       00216020
*EXPERIENCE   OBSERVATION OF A CLASSROOM WITH A FOCUS ON EACH INDIVIDUAL00216011
              CHILD AND HIS VIEW OF THE TEACHER,  OBSERVING THE PHYSICAL00216012
              ARRANGEMENT OF THE CHAIRS AND DESKS OF EACH CHILD TAKING   00216013
              SPECIFIC NOTE OF THE CORRECT ADJUSTMENT OF EACH CHILD≠S    00216014
              CHAIR FOR COMFORT AND GOOD USE OF WRITING-WORKING SURFACE 00216015
              OF DESK VIEWING 35MM FILM OR VIDEO TAPE OR ADEQUATE AND    00216016
              CLASSROOM SEATING ARRANGEMENT AND SEAT ADJUSTMENTS         00216017
*SETTING      INDEPENDENT,  SCHOOL                                       00216010
*MATERIALS    NONE                                                       00216005
*LEVEL        ALL GRADES                                                 00216008
*GENERAL:     ALL CANDIDATES                                             00216007
*HOURS        1/4                                                        00216006
*EVALUATION   BY OBSERVATION IT WILL BE NOTED THAT EACH CHILD HAS AN     00216021
```

```
              UNOBSTRUCTED AND GLARE-FREE VIEW OF THE PRIMARY                00216022
              INSTRUCTIONAL AREA,                                            00216023
*FILE         CLASSROOM CLIMATE  PHYSICAL SETTING  SAFETY                    00216009

*OBJECTIVES   TO PROVIDE FOR THE PHYSICAL COMFORT AND SAFETY OF EACH         00217017
              CHILD IN THE CLASSROOM,                                        00217018
*PREREQUISITE NONE                                                           00217019
*EXPERIENCE   STUDENT WILL DEMONSTRATE THE ABILITY TO PLAN FOR THE MOST      00217011
              EFFICIENT AND SAFEST TRAFFIC FLOW OF CHILDREN IN AND OUT       00217012
              OF THE CLASSROOM, TO AND FROM ACTIVITIES WITHIN THE            00217013
              CLASSROOM,  DEVELOPE A DIAGRAM OF A CLASSROOM  ARRANGES        00217014
              FURNITURE IN AN EMPTY CLASSROOM  ARRANGES FURNITUR IN AN       00217015
              OCCUPIED CLASSROOM                                             00217016
*SETTING      INDEPENDENT,  SCHOOL                                           00217010
*MATERIALS    BLANK                                                          00217005
*LEVEL        ALL GRADES                                                     00217008
*GENERAL      ALL CANDIDATES                                                 00217007
*HOURS        1/2                                                            00217006
*EVALUATION   BY OBSERVATION IT WILL BE NOTED THAT ROOM IS ARRANGED FOR      00217020
              EASE OF TRAFFIC FLOW AND SAFETY, E,G, UNCLUTTERED              00217021
              EXIT-ENTRANCE AREAS, SAFE DISPLAYS AND EQUIPMENT               00217022
              ARRANGEMENT, CONVENIENT ACCESS TO SEATING, WORK AND STUDY      00217023
              AREAS, ETC)                                                    00217024
*FILE         PHYSICAL SETTING  TRAFFIC CONTROL  SAFETY                      00217009

*OBJECTIVES   TO PROVIDE FOR THE PHYSICAL COMFORT AND SAFETY OF EACH         00218019
              CHILD IN THE CLASSROOM,                                        00218020
*PREREQUISITE KNOWLEDGE OF HUMAN GROWTH AND DEVELOPMENT, PSYCHOLOGY AND      00218021
              TEACHING STRATEGIES,                                           00218022
*EXPERIENCE   READS STUDENT FOLDERS TO NOTE SPECIAL HANDICAPS,               00218012
              PHYSIOLOGICAL AND PSYCHOLOGICAL PROBLEMS WHICH REQUIRE         00218013
              SPECIAL ATTENTION AS TO SEATING ARRANGEMENTS TO INSURE         00218014
              COMFORT, SECURITY AND INTEREST, - GIVEN A HYPOTHETICAL         00218015
              SITUATION STUDENT WILL BE ABLE TO ARRANGE A MOCK               00218016
              CLASSROOM TO ACCOMODATE CHILDREN WITH HEARING LOSS, VISION00218017
              PROBLEMS, BEHAVIORAL PROBLEMS HANDICAPS AND OTHER PROBLEMS00218018
*SETTING      INDEPENDENT                                                    00218011
*MATERIALS    BLANK                                                          00218005
*LEVEL        ALL GRADES                                                     00218008
*GENERAL      ALL CANDIDATES                                                 00218007
*HOURS        1/2                                                            00218006
*EVALUATION   BY OBSERVATION AND THROUGH DISCUSSION WITH TEACHER             00218023
              CANDIDATE IT WILL BE NOTED THAT SEATING ARRANGEMENTS           00218024
              REFLECT CONSIDERATION FOR PHYSIOLOGICAL AND PSYCHOLOGICAL      00218025
              PROBLEMS (I,E, HEARING, VISION, SECURITY, HANDICAPS,           00218026
              BEHAVIOR, ETC)                                                 00218027
*FILE         STUDENT RECORDS  OBSERVATIONAL ABILITY  PHYSICAL               00218009
              ENVIRONMENT                                                    00218010

*OBJECTIVES   TO PROVIDE FOR THE PHYSICAL COMFORT AND SAFETY OF EACH         00219017
              CHILD IN THE CLASSROOM,                                        00219018
*PREREQUISITE KNOWLEDGE OF HUMAN GROWTH AND DEVELOPMENT                      00219019
EXPERIENCE    READS INFORMATION RELATED TO TEMPERATURE AND COMFORT           00219012
              CONTROL OF A CLASSROOM,  DEMONSTRATES KNOWLEDGE OF AND         00219013
              ABILITY TO ADJUST THERMOSTADT, OPEN + CLOSE WINDOWS AND        00219014
              DOORS TO PROVIDE FOR A RAISE OR DROP IN ROOM TEMPERATURE       00219015
              AND VENTILATION,                                               00219016
*SETTING      INDEPENDENT,  SCHOOL                                           00219011
```

```
*MATERIALS      BLANK                                                   00219005
*LEVEL          ALL GRADES                                              00219008
*GENERAL        ALL CANDIDATES                                          00219007
*HOURS          1/6                                                     00219006
*EVALUATION     BY PHYSICAL PRESENCE AND OBSERVATION IT WILL BE NOTED   00219020
                THAT ROOM IS AT RECOMMENDED AND COMFORTABLE LEVELS OF   00219021
                TEMPERATURE, VENTILATION AND HUMIDITY                   00219022
*FILE           PHYSICAL ENVIRONMENT HUMAN GROWTH + DEVELOPMENT PHYSICAL 00219009
                SAFETY                                                  00219010
```

```
*OBJECTIVES     TO ARRANGE AND MAINTAIN AN ATTRACTIVE CLASSROOM FROM THE 00220018
                FIRST DAY ON AND TO CHANGE IT ACCORDING TO SEASON AND   00220019
                ACTIVITY,                                               00220020
*PREREQUISITE KNOWLEDGE OF CURRICULUM, PUPIL INTERESTS, AND REACTIONS   00220021
*EXPERIENCE     OBSERVES VIDEO TAPES OF ATTRACTIVE CLASSROOMS ACCORDING 00220012
                TO SEASON, TOPICS OR ACTIVITIES PURSUED BY THE TEACHER  00220013
                SKETCHES CLASSROOM WITH APPROPRIATE  KINDS OF INTERESTING 00220014
                AND ATTRACTIVE DISPLAYS  SETS UP A DISPLAY FOR AN ON-GOING00220015
                ACTIVITY ON SEASON OR SITUATION (BASED ON MOTIVATION,   00220016
                BEAUTY, CURIOSITY, ETC,)                                00220017
*SETTING        INDEPENDENT,  SCHOOL                                    00220011
*MATERIALS      BLANK                                                   00220005
*LEVEL          ALL GRADES                                              00220008
*GENERAL        ALL CANDIDATES                                          00220007
*HOURS          1/2 TO 1                                                00220006
*EVALUATION     IT WILL BE OBSERVED THAT CLASSROOM IS ATTRACTIVE AND    00220022
                DISPLAYS ARE CHANGED AS TOPICS PROGRESS, CHANGE, OR ARE 00220023
                DISCONTINUED                                            00220024
*FILE           PHYSICAL ENVIRONMENT  INTERIOR DESIGN  CHANGE + ADJUSTMENT00220009
                TO CLASSROOM                                            00220010
```

```
*OBJECTIVES   THE STUDENT WILL PREPARE FOR AND BE ABLE TO CARRY OUT A   00747022
              SIMULATED (ROLE PLAYING) PARENT TEACHER CONFERENCE IN     00747023
              WHICH RELIABLE INFORMATION IS PROVIDED CONCERNING A       00747024
              CHILD≠S ACADEMIC ACHIEVEMENT, WORK-STUDY HABITS, SOCIAL   00747025
              ACCEPTANCE, AND CONDUCT,  ACCEPTABILITY OF THIS           00747026
              PERFORMANCE IS TO BE ESTABLISHED BY ITS CONFORMITY WITH   00747027
              STANDARDS SET BY STUDENTS IN PRIOR DISCUSSIONS,           00747028
*PREREQUISITE FAMILIARITY WITH THE ESSENTIAL TASK OF REPORTING PUPIL    00747029
              PROGRESS TO PARENTS,  SURVEY OF RELEVANT LITERATURE PRIOR 00747030
              TO A CLASSROOM DISCUSSION OF ACCEPTABLE STANDARDS,  CLASS 00747031
              DISCUSSION RESULTING IN A DEFINITE SET OF STANDARDS WITH  00747032
              WHICH TO JUDGE A PARENT-TEACHER CONFERENCE,  APPLY        00747033
              STANDARDS TO A FILMED OR TAPED CONFERENCE AND MODIFY THEM 00747034
              AS NECESSARY ON THE BASIS OF EXPERIENCE WITH THE FILMED   00747035
              APPLICATION,                                              00747036
*EXPERIENCE   ASK ALL STUDENTS TO PLAN A PARENT-TEACHER CONFERENCE      00747011
              CONCERNING A CHILD WHOM THEY CAN OBSERVE OVER A PERIOD OF 00747012
              SEVERAL WEEKS IN THE CLASSROOM,  EACH STUDENT IS TO BE    00747013
              PREPARED TO ROLE PLAY THE PART OF TEACHER OR PARENT,      00747014
              WHEN TIME FOR SIMULATION IS AT HAND, RANDOMLY SELECT TWO  00747015
              PAIRS OF STUDENTS TO CARRY OUT DEMONSTRATIONS WHILE BEING 00747016
              OBSERVED BY THEIR CLASSMATES,  EACH OBSERVER IS TO PREPARE00747017
              A WRITTEN CRITIQUE OF THE DEMONSTRATIONS, NOTING          00747018
              SPECIFICALLY THEIR CONFORMITY TO THE CLASS STANDARDS,     00747019
              CRITIQUES ARE TO BE SUBMITTED TO THE INSTRUCTOR AND TO    00747020
              THE ROLE-PLAYING TEACHERS,                                00747021
*SETTING      SMALL GROUP (1-12 STUDENTS),  SCHOOL                      00747010
*MATERIALS    BLANK                                                     00747005
*LEVEL        ALL GRADES                                                00747008
*GENERAL      ALL CANDIDATES                                            00747007
*HOURS        2                                                         00747006
*EVALUATION   CONFORMITY WITH SPECIFIED STANDARDS AS JUDGED BY A        00747037
              MAJORITY OF THE OBSERVERS,                                00747038
*FILE         PARENT-TEACHER CONFERENCE  ORGANIZATION  ROLE PLAY        00747009
```

```
*OBJECTIVES   THE STUDENT WILL REQUEST OPPORTUNITIES TO MAKE PERIODIC   00748016
              SELF-ANALYSIS OF HIS OWN TEACHING BEHAVIORS BY STUDYING   00748017
              VIDEO TAPED EPISODES,                                     00748018
*PREREQUISITE STUDY OF SELF-THEORISTS≠ PSYCHOLOGY (PERCEPTUAL           00748019
              PSYCHOLOGY),                                              00748020
*EXPERIENCE   FAMILIARIZATION WITH VIDEO TAPING EQUIPMENT AND WITH      00748012
              ANALYSIS TECHNIQUES TO BE USED IN OBSERVING TEACHING      00748013
              EPISODES,  PRESENT A RATIONALE FOR SELF-ANALYSIS AS A     00748014
              KEY TO LONG-TERM PERSONAL GROWTH IN TEACHING COMPETENCE,  00748015
*SETTING      LARGE GROUP,  COLLEGE                                     00748011
*MATERIALS    VIDEO TAPING EQUIPMENT                                    00748005
*LEVEL        ALL GRADES                                                00748008
*GENERAL      ALL CANDIDATES                                            00748007
*HOURS        2                                                         00748006
*EVALUATION   AWAIT STUDENTS≠ REQUESTS FOR VIDEO TAPING OPPORTUNITIES,  00748021
*FILE         TEACHING OBSERVATION  SELF-ANALYSIS TECHNIQUES  VIDEO     00748009
              TAPING                                                    00748010
```

```
*OBJECTIVES   THE STUDENT WILL PREPARE AND/OR ASSEMBLE A VARIETY OF     00749016
              MATERIALS SUITABLE FOR USE WITH THE OVERHEAD PROJECTOR,   00749017
              THESE MATERIALS WILL INCLUDE; TRANSPARENCIES PREPARED WITH00749018
              GREASE PENCIL, COLORED FELT PENS, PRIMARY TYPEWRITER,     00749019
              THERMOFAX DUPLICATION, DYAZO DUPLICATION; SEQUENTIAL      00749020
              TRANSPARENCIES PREPARED WITH OVERLAYS; (E,G, OPERATING    00749021
              MODEL OF AN ELECTRIC MOTOR, WITH LIQUIDS, COORDINATE      00749022
              SYSTEMS PROJECTED WITHOUT DISTORTION, ETC,); DUPLICATIONS 00749023
              OF STUDENT PAPERS FOR USE IN CLASSROOM DISCUSSIONS,)      00749024
*PREREQUISITE EXPOSURE TO THE MULTI-MEDIA CONCEPT IN TEACHING,          00749025
*EXPERIENCE   PRESENT TECHNIQUES FOR PREPARING MATERIALS FOR USE ON     00749013
              THE OVERHEAD PROJECTOR; ALLOW STUDENTS TIME TO PRACTICE   00749014
              THE TECHNIQUES WITH EXPERT ASSISTANCE AVAILABLE,          00749015
*SETTING      LARGE GROUP,  COLLEGE                                     00749012
*MATERIALS    FULL RANGE OF MATERIALS COMMONLY USED IN PREPARING        00749005
              OVERHEAD PROJECTIONS,                                     00749006
*LEVEL        ALL GRADES                                                00749009
*GENERAL      ALL CANDIDATES                                            00749008
*HOURS        4                                                         00749007
*EVALUATION   EXAMINE MATERIALS PREPARED FOR OVER-HEAD PROJECTION.      00749026

*FILE         OVERHEAD PROJECTOR  ORGANIZATION OF MATERIALS  MEDIA      00749010
              CONCEPTS                                                  00749011
```

```
*OBJECTIVES   THE STUDENT WILL STATE IN WRITING AT LEAST TEN LONG-RANGE 00750018
              BEHAVIORAL OBJECTIVES FOR HIS PUPILS WHICH ARE            00750019
              SPECIFICALLY KEYED TO THE GOALS OF THE SCHOOL WHICH THEY  00750020
              ARE DESIGNED TO ENHANCE AND WHICH ARE ACCEPTABLE TO AT    00750021
              LEAST TWO OF THREE CLASSMATES RANDOMLY SELECTED TO        00750022
              EVALUATE THEM,                                            00750023
*PREREQUISITE UNDERSTANDING OF THE RATIONALE FOR WRITING OBJECTIVES IN  00750024
              BEHAVIORAL (OBSERVABLE) TERMS,  PRACTICE IN WRITING       00750025
              BEHAVIORAL STATEMENTS TO THE POINT OF PROFICIENCY,        00750026
*EXPERIENCE   STUDY THE GOALS OF THE SCHOOL SYSTEM IN WHICH INTERN      00750011
              TEACHING IS TO BE DONE,  PREPARE TEN OR MORE BEHAVIORAL   00750012
              OBJECTIVES BELIEVED TO SUPPORT SPECIFIED GOALS OF THE     00750013
              SCHOOL,  ANONYMOUSLY SUBMIT THE LIST OF OBJECTIVES TO AT  00750014
              LEAST THREE RANDOMLY SELECTED CLASSMATES WHO ARE TO JUDGE 00750015
              THE STATEMENTS ON THE BASIS OF THEIR EXPECTED CONTRIBUTION00750016
              TO THE LARGER GOALS OF THE SCHOOL,                        00750017
*SETTING      INDEPENDENT,  SCHOOL                                      00750010
*MATERIALS    BLANK                                                     00750005
*LEVEL        ALL GRADES                                                00750008
*GENERAL      ALL CANDIDATES                                            00750007
*HOURS        4                                                         00750006
*EVALUATION   ACCEPT BEHAVIORAL OBJECTIVES WHICH ARE JUDGED TO          00750027
              CONTRIBUTE TO THE SPECIFIED SCHOOL GOALS BY TWO OF THREE  00750028
              JUDGES,                                                   00750029
*FILE         BEHAVIORAL OBJECTIVES  INTERN TEACHING  SCHOOL GOALS      00750009
```

```
*OBJECTIVES   THE STUDENT WILL DEMONSTRATE HIS ABILITY TO LIST AND TO   00751018
              LOCATE SPECIFIC INSTRUCTIONAL MATERIALS OF ALL TYPES THAT 00751019
              MIGHT BE USED TO AUGMENT HIS TEACHING OF A SELECTED TOPIC,00751020
              MATERIALS WOULD INCLUDE 16 MM FILMS, FILM STRIPS, 8 MM     00751021
              FILM LOOPS, PROJECTION SLIDES, AUDIO AND VIDEO TAPES,     00751022
              DISPLAY PICTURES, BOOKS, MAPS, GLOBES, SPECIALIZED SCIENCE00751023
              EQUIPMENT, NECESSARY A-V EQUIPMENT, ETC,                  00751024
*PREREQUISITE SOME FAMILIARITY WITH TOPICS COMMONLY TAUGHT AT THE GRADE 00751025
              LEVEL OF INTEREST,                                        00751026
*EXPERIENCE   INFORMATIONAL TOUR OF INSTRUCTIONAL MATERIALS CENTER (S)  00751012
              AND LIBRARY (IES),  FAMILIARIZATION WITH APPROPRIATE      00751013
              CATALOGS, CARD FILES, AND OTHER INDICES IN USE,  PRACTICE 00751014
              IN FINDING SPECIFIED TITLES AND DEVICES,  ASSIGNMENT;     00751015
              LIST ALL OF THE AVAILABLE MATERIALS THAT COULD BE USED IN 00751016
              TEACHING A SELECTED TOPIC AT THE GRADE LEVEL OF INTEREST, 00751017
*SETTING      INDEPENDENT,  COLLEGE                                     00751011
*MATERIALS    FULL RESOURCES OF THE INSTRUCTIONAL MATERIALS CENTERS AND 00751005
              LIBRARIES AVAILABLE TO TEACHERS,                          00751006
*LEVEL        ALL GRADES                                                00751009
*GENERAL      ALL CANDIDATES                                            00751008
*HOURS        2                                                         00751007
*EVALUATION   AUTHENTICATE MATERIALS LISTED BY ASKING STUDENT TO        00751027
              ACTUALLY PROCURE A SAMPLE OF THE ITEMS,  (THIS SHOULD BE   00751028
                 DONE WHERE THE MATERIALS ARE HOUSED TO MAKE IT A          00751029
                 PRACTICAL ACTIVITY,)                                      00751030
*FILE            INSTRUCTIONAL MATERIALS  ANALYSIS OF MEDIA MATERIAL       00751010
```

```
*OBJECTIVES      THE STUDENT WILL WRITE ANECDOTAL NOTES DESCRIBING THE     00752022
                 BEHAVIORS OF A CHILD IN STRICTLY OBSERVABLE TERMS AS      00752023
                 JUDGED BY INFORMED CLASSMATES WHO ALSO OBSERVED THE CHILD.00752024
                 HE WILL THEN INTERPRET THE CHILD≠S ACTIONS BY MAKING      00752025
                 DELIBERATE INFERENCES AND IMPRESSIONISTIC STATEMENTS      00752026
                 REGARDING THE OBSERVED BEHAVIORS,                         00752027
*PREREQUISITE    FAMILIARITY WITH CLASSROOM OBSERVATION PROCEDURES, THE    00752028
                 CONTENTS OF CUMULATIVE RECORDS, AND TECHNIQUES OF WRITING 00752029
                 ANECDOTAL NOTES,                                          00752030
*EXPERIENCE      STUDENTS IN GROUPS OBSERVE AND INDEPENDENTLY DESCRIBE THE 00752011
                 ACTIONS OF A PARTICULAR CHILD,  IMMEDIATELY FOLLOWING THE 00752012
                 OBSERVATIONS WRITTEN DESCRIPTIONS ARE READ ALOUD TO BE    00752013
                 JUDGED BY THE GROUP ON THE CRITERION OF OBSERVABILITY,    00752014
                 WHEN REASONABLE AGREEMENT ON THE OBSERVATIONS IS REACHED  00752015
                 WRITTEN INFERENCES AND INTERPRETATIONS ARE READ AND       00752016
                 DISCUSSED TO DETERMINE THE VARIETY OF POSSIBLE            00752017
                 INTERPRETATIONS AND/OR THE LOGIC OF THE INTERPRETATIONS   00752018
                 OFFERED,  HOPEFULLY, THE STUDENTS MAY CONCLUDE THAT       00752019
                 INTERPRETATIONS OF BEHAVIOR MAY BE CONSIDERED HYPOTHESES  00752020
                 TO BE TESTED,                                             00752021
*SETTING         SMALL GROUP (1-12 STUDENTS),  SCHOOL                      00752010
*MATERIALS       ACCESS TO PUPILS IN THE SCHOOL SETTING,                   00752005
*LEVEL           ALL GRADES                                                00752008
*GENERAL         ALL CANDIDATES                                            00752007
*HOURS           2-3                                                       00752006
*EVALUATION      THE MEMBERS OF AN OBSERVATION TEAM WRITE SUBSTANTIALLY    00752031
                 SIMILAR DESCRIPTIONS OF A CHILD OBSERVED SIMULTANEOUSLY,  00752032
                 EACH STUDENT CAN DISTINGUISH THE INFERENCES AND           00752033
                 IMPRESSIONS CONTAINED IN HIS INTERPRETATIONS OF THE       00752034
                 CHILD≠S BEHAVIOR FROM THE OBJECTIVELY OBSERVED AND        00752035
                 DESCRIBED ACTIONS,                                        00752036
*FILE            GROUP OBSERVATION  ANECODOTAL REPORTS  PERCEPTION         00752009
```

```
*OBJECTIVES      THE STUDENT WILL OBSERVE AND DESCRIBE IN WRITING ALL OF   00753020
                 THE INCIDENTS OF A SPONTANEOUS NATURE THAT OCCUR IN A     00753021
                 CLASSROOM IN TWO OR THREE HOURS THAT WOULD BE USEFUL AS   00753022
                 INCLUSIONS IN THE TEACHING PROCEDURE,  FOR EACH INCIDENT  00753023
                 RECORDED A WRITTEN DECISION TO USE OR NOT TO USE THE EVENT00753024
                 AS A TEACHING DIGRESSION IS MADE AND A BRIEF STATEMENT    00753025
                 JUSTIFYING THE DECISION IS APPENDED,                      00753026
*PREREQUISITE    FAMILIARITY WITH CLASSROOM OBSERVATIONAL PROCEDURES, AND  00753027
                 IN WRITING DESCRIPTIONS IN OBSERVABLE TERMS,              00753028
*EXPERIENCE      STUDENTS OBSERVE CLASSROOM PROCEEDINGS FOR A PERIOD OF    00753011
                 SEVERAL HOURS AND WRITE DESCRIPTIONS OF ALL PERCEIVED     00753012
                 INCIDENTS OF A SPONTANEOUS NATURE THAT OCCUR WHICH WOULD  00753013
                 BE OF POTENTIAL VALUE IN TEACHING,  FOR EACH RECORDED     00753014
                 INCIDENT THE STUDENT DEVIDES, IN LIGHT OF THE PARTICULAR  00753015
                 CIRCUMSTANCES AT THE TIME, WHETHER OR NOT IT WOULD BE     00753016
                 DESIRABLE TO DIVERT THE PLANNED TEACHING PROCEDURES TO    00753017
                 INCLUDE THE UMPLANNED EVENT,  EACH DECISION IS JUSTIFIED  00753018
                 IN A BRIEF WRITTEN EXPLANATION,                           00753019
*SETTING         SMALL GROUP (1-12 STUDENTS),  SCHOOL                      00753010
*MATERIALS       BLANK                                                     00753005
*LEVEL           ALL GRADES                                                00753008
*GENERAL         ALL CANDIDATES                                            00753007
*HOURS           5                                                         00753006
*EVALUATION      THE STUDENT≠S PERCEPTION OF UNPLANNED CLASSROOM INCIDENTS 00753029
                 OF POTENTIAL VALUE IN TEACHING MAY BE NUMERICALLY COMPARED00753030
```

```
                   TO THE MEAN NUMBER OF INCIDENTS RECORDED BY THE GROUP OF  00753032
                   OBSERVERS.  THE EFFICACY OF HIS DECISIONS MAY BE          00753033
                   EVALUATED BY THEIR CONFORMITY TO THE DECISIONS MADE BY THE00753034
                   MAJORITY OF OBSERVERS.  JUSTIFYING STATEMENTS OUGHT TO BE 00753035
                   CLEAR AND ACCEPTABLE TO A MAJORITY OF THE OTHER OBSERVERS.00753036
*FILE              ANALYSIS OF CLASSROOM BEHAVIOR  PERCEPTION  INSTRUCTION   00753009
```

Concern for real people and the real problems which they define is the cornerstone for progress. Professional schools or departments which allow themselves the comfort of isolation, contentment with yesterday's definitions of problems, and books full of hackneyed answers can hardly be responsive to change in the society. It hardly needs to be said that today education is one of our country's real problem areas; the more rapidly society changes, the more important it is that schools of education maintain sensitive contact with the people who are on the firing line in the nation's elementary schools.

REFERENCES

Allen, D. W. Micro-Teaching: A Description. Stanford, California: Stanford University, School of Education, 1966.

Bush, Robert N., "Self-Determination and Self-Realization in the Profession of Teaching," in Professional Imperatives: Expertness and Self-Determination. NEA, Washington, 1962.

Conant, James B. The Education of American Teachers. New York: McGraw-Hill Book Company, Inc., 1963.

Cookingham, Frank. "Action Research Models of Practitioner Change," Papers of the Institute No. 19, East Lansing, Michigan: Learning Systems Institute, Michigan State University, 1966.

Corey, Stephen M. "Action Research, Fundamental Research, and Educational Practices," Teachers College Record, 50:509-519, May 1949.

Corey, Stephen M. Action Research to Improve School Practices, New York: Bureau of Publications, Teachers College, Columbia University, 1953.

Corman, Bernard R. "Action Research: A Teaching or a Research Method?" Review of Educational Research. 27:544-547, 1957.

Corman, Bernard R. and Olmsted, Ann G., The Internship in the Preparation of Elementary School Teachers, College of Education, Michigan State University, 1964.

Fall, Charles R. and Wilson, John C., The Maryvale Project: Using Clinical Teams to Improve Teacher Education. State University of New York at Buffalo, undated.

Hodgkinson, Harold L. "Action Research--A Critique", Journal of Educational Sociology. 31:137-153, 1957.

MacDonald, James B. A Research Oriented Elementary Education Student Teaching Program, Cooperative Research Project No. 1091, Milwaukee, Wisconsin: School of Education, University of Wisconsin, 1965.

Perlberg, Arye and O'Bryant, David C., "Video Recordings and Micro-Teaching Techniques to Improve Engineering Instruction." Paper presented to American Society for Engineering Education, Los Angeles, 1968.

Rath, James, Pancella, John R. and Van Ness, James S. (eds.), Studying Teaching, Englewood Cliffs, N. J.: Prentice-Hall Inc., 1967.

Rice, Arthur H. Four Years of INSITE. Bloomington, Indiana: Indiana University, School of Education, undated.

Rivlin, Harry N. "The Three Stages of Research in Teacher Education for Urban Centers." Clearinghouse on Urban Teacher Education Report, Vol. 2, No. 3-4. Fall-Winter, 1966.

Schueler, H., Lesser, C. S. and Bobbins, A. L. Teacher Education and the New Media. Washington, D. C.: American Association of Colleges for Teacher Education, 1967.

Verduin, John R., Jr. Conceptual Models in Teacher Education: An Approach to Teaching and Learning. Washington, D. C., The American Association of Colleges for Teacher Education, 1967.

SECTION IV

GENERAL-LIBERAL EDUCATION

GENERAL INTRODUCTION

> The term general education... is used to indicate that part of a student's whole education which looks first of all to his life as a responsible human being and citizen... General education... has chiefly to do with...the question of common standards and common purposes...with preparation for life in the broad sense, of completeness as a human being.
>
> From the Report of the Harvard Committee: General Education in a Free Society

The superior elementary school teacher must first be a superior human being. The above quotation, written a quarter of a century ago, reflects a fundamental concern on the part of educators for the growth and development of free and responsible individuals. Any model program which seeks to train a new breed of elementary school teachers--teachers who are responsive to the needs of individuals, society and profession--must begin with general education in the liberal arts. Mere technical competency is not sufficient insurance that future teachers will meet the demands of the classroom, that they will be sensitive to the different potentials of students, and that they will be positive agents for educational change in their profession. What is required are teachers with a clear vision of what a complete, whole human life promises to those who attain it. The exciting adventure of developing one's human capacities for full participation in the democratic society in which we live, can only be offered to the young by teachers who are themselves full participants in that society. Therefore, general education must contain, as Professor Phenix says, "those provisions for learning that are necessary for the development of the person in his essential humanity." (Realms of Meaning, p. 271)

There are a variety of human qualities that general-liberal education for the citizen teacher seeks to develop. The first recognizes that men and women live in community. Individuals live and flourish in a society and society lives by the quality of individuals within it. Meaningful participation in the social whole requires a recognition of mutual interdependence of those who belong to a community. It is an interdependence which provides for independence. The ancient image of the independent farmer or hunter, that individual beholden to neither "gods nor man," is a romantic myth. His life was characteristically dreary, providing little freedom for personal growth as he faced the demanding exigencies of life alone. A recognition of the dangers to individuals implicit in a mass society is also required. But it is within the creative tension individual freedom and group solidarity that democracy lives. As Adlai Stevenson wrote: "Democracy is not self-executing. We have to make it work, and to make it work we have to understand it."

The mastery of communication skills makes for better teaching and more articulate human beings. General education must promote competence in communicating the written and spoken word. The power of the "word" in human affairs has not diminished in our electronic age, rather it has been intensified. No matter what the subject, language skill is a prerequisite to meaningful exposition and discussion. Thus, a major goal of general education is to effect habits of clear writing and speech which will continue beyond the completion of formal education.

General-liberal education provides the occasion, also, for experience in a variety of human interests. One mark of an educated man or woman is interest in and familiarity with the whole range of the intellectual enterprize. Intellectual wholeness is a life-long endeavor, not to be won in four years of undergraduate training. And yet the pattern may be set there. A well rounded life finds stimulus in the complexities and infinite variety in the intellectual spectrum. The quality of understanding, a respect for evidence and a commitment to integrity, all have their base in the liberal arts and sciences.

In a society which embraces the values of individual worth and human dignity, the future teachers must drink deeply of the well from which these values spring. By exploring mankind's past, the troubled present and promise of the future from the broad perspectives of general education, the elementary school teacher of the future begins to build the surest foundations for relevance and success in the profession.

- - - - - - - - - - - - -

The general-liberal education program for the citizen teacher has been divided into three areas: Humanities, Social Science, and Natural Science. Though these areas represent the traditional divisions of academic knowledge, there is fundamental division in purpose between these areas. Each contributes a part to the goal of general education, namely, to bring students to the fullest possible realization of the distinctly human capacities which constitute the meaning of life. The subject matter may vary, but the goal remains the same. The emphasis in the program is put upon active participation by students in the subject areas of human learning. Humanities show how the artist and writer works, how they perceive reality and how they forge their media to communicate their vision of meaning.

The Social Science component, likewise, attempts to show how social scientists work, how they solve problems and how they make decisions. In a parallel fashion the program in Natural Science seeks to delineate how science works and what its underlying principles are by examing science as a process which has impact on the whole of contemporary culture. The experiences designed in these general education components should not be viewed as surveys of disciplines in preparation for more advanced academic work. Rather they are constructed to provide future teachers with the basic experiences and perceptions of the disciplines as a whole.

Instead of a complete survey of the academic disciplines, the general education components proceed to explore the disciplines by carefully chosen paradigms. The art experience in Humanities I, for example, concentrates on sculpture, and specifically clay protraiture, as a means of examining the nature of the artistic vision. It is not that such an experience shows all that an artist does, but that it shows what the artist characteristically does. The Social Science component concentrates on "decision making," thereby providing a focus for the exploration of the disciplines of geography, anthropology, Sociology, Economics, Political Science, and History. As the student examines each discipline he asks for light on "how the social scientist makes decisions." In the components for Natural Science three themes are presented: Cosmology, Mechanism and Evolution. These themes will be seen as illustrative of the process of science, showing in turn the history of an idea, the structure of scientific knowledge and the interaction of science with contemporary society.

The particular features of each component are described in detail in the subsequent introductions and modules. It is sufficient here to indicate the unique features of the whole general education program. Four features deserve special notation: (1) Flexibility, (2) Individualized Instruction, (3) Self-Evaluation, and (4) Focus on Process and Principles.

The modular format of the curriculum makes possible a degree of flexibility in program heretofor unknown in general education. A linear curriculum must consider one subject at a time and necessarily imposes a lock-step program on the students. What has been constructed in the following components of general education is a modular series of experiences that carefully identify "entry behavior" (prerequisites) for each experience and the corresponding "terminal behavior" (goals). With the curriculum so structured, it is possible to adapt the experiences to a variety of program outlines. Ideas emerging out of various experience modules may be contracted, compared, and analyzed with any other set. It is expected, then, that the instructors and their students will be encouraged to experiment and try out new configurations of experiences, simply because the format permits it. It is our judgment that the pressures of our pluralistic society precisely demand just such flexibility in a contemporary curriculum.

If the curriculum is flexible enough to permit adaptation, it also will be able to foster individual attention to the intellectual needs of students. We know that students come to the university with different competencies and proficiencies. Careful testing and accurate and continuous counselling of students should place them at that level of achievement most appropriate to their past experience. Difficulties in writing skills, for example, can be identified and measures taken for remedial work. More important than remedial help for special student problems is the capacity of this curriculum to provide room for individual student choice in significant parts of his curricular experience. Wherever possible the modules in general education describe alternative experiences which students may elect as performing parallel intellectual functions. It is our desire to strengthen this approach by adding an increased number of alternative modules which may challenge students to participate by their own choices in structuring their education.

Given the flexibility and individualized nature of these molules, it should be clear how the whole program is self-evaluating. Each module identifies a goal for the student and matches that goal with a corresponding evaluation. The evaluation tests whether or not students achieve the goal. But it also measures the experience described as part of the curriculum. If the evaluation tool shows that few students actually reach the perscribed behavioral goal, then the faculty have reason to suspect a deficiency in the experience. So if a Humanities module sets the goal of a clear effective response to a given work of art or literature and that response does not occur, then we will know that a reworking of the experience must take place if the goal is to be achieved. Multiply this illustration by the number of modules required for this program and one has a fine sense of the powerful instrument for curricular change that is presented here.

The final unique feature of the general education program is the emphasis in all three areas, Humanities, Social Science and Natural Science, on process. In a world where information and plain facts are doubling every decade, it is no longer sufficient to educate by dispersing data. Students need to be involved in the process of the disciplines, i.e., be active participants in the modes of inquiry. The person who knows how to think, to write, to criticize and to evaluate is capable of adapting to many sets of intellectual environments. It is for this reason that many of the following experience modules describe the operation of the disciplines. If the goal of teaching is to free students from the tyranny of classroom and teacher to be autonomous human beings then such an approach is entirely appropriate to the educational process.

GENERAL EDUCATION

THE HUMANITIES COMPONENT

INTRODUCTION

In a behavioral science and clinic based curriculum for preparation of elementary school teachers, general education in the humanities performs a vital function. The humanities introduce the student to a whole range of meanings and insights into human behavior that do not admit to laboratory analysis, but are, nevertheless, basic conditions of civilized life. The humanities speak of the larger issues of life as they describe the student's heritage. Their principle characteristic is the capacity to involve the student in questions of value, such as: "What is man?" "What is the good, the true and the beautiful?" and "What should men live for?" Beyond the necessary transmission of accurate information about the traditions of civilization, the humanistic scholar-teacher seeks to lead his students to understanding, even to value commitments.

The goal of the humanities component is to provide the intellectual environment in which the students may grow to become effective and responsible citizen teachers. This generalized goal may be specified more precisely within the framework of the traditional disciplines and skills peculiar to the field of humanities. The content of the humanities disciplines include: art, music, literature, philosophy, religion and history. Each of these disciplines demand and promote the acquisition of certain skills which may be identified as: communication, comprehension, and sensitivity. The capacity to communicateideas in both written and oral form is essential equipment of the citizen-teacher. Logical analysis and respect for evidence necessarily accompanies communication skills.

Both would be meaningless without the additional quality of sensitivity to ethical and esthetic values.

Given the humanities disciplines and skills identified above, we have tailored a program of instruction in the humanities for future elementary school teachers. The program calls for an introduction to the style of each discipline and experience in the practice of each discipline. Those ideas, themes and problems which recur in all disciplines are treated in an inter-disciplinary fashion. The two-year sequence of experience provides exercises in each of the skills--communication, comprehension and sensitivity--since a minimal level of performance in these skills is necessary for all future teachers.

The selection of content, the exercise in basic skills, and the organization of modules are designed to increase student insight into human behavior. How human beings act and why they behave as they do have been questions posed by artists, writers, and philosophers throughout western civilization. The behavioral sciences bring a new and important dimension to education, but these recent developments need not minimize the continuing credit the humanistic disciplines have in developing heightened awareness of what makes men responsible and sensitive human beings. The issues of human dignity and social justice, for example, are not ones which may be solved by managerial techniques alone. First, the vision of life's potentialities, the best and the worst, needs to be projected. The masters of such projections are the poets and philosophers who have left a reservior of widsom which education dares not neglect. The goal of the humanities component, then is not to provide conversational ammunition for "cultured" men and women, but to help future teachers become more skilled and compassionate participators in the human enterprise.

ORGANIZATION

The humanities component is organized as a two-year sequence of experiences in western civilization divided into two parts: Humanities I and II. Humanities III is an experience in non-western culture. Humanities I is a general introduction to the disciplines. We believe that the best procedure for introducing students to the fundamentals and the spirit of the humanities is to begin at the concrete level of the disciplines and move to the general and the abstract. This means the student should begin his study of the humanities with a workshop/laboratory experience in the disciplines of literature, art and music. After exposure to the questions of how a writer writes, how an artist works, and how music is composed, the student is ready for the broader perspectives an integrated presentation of the humanities offers. The large, complicated questions of culture have more meaning for the student after he has some introduction to the techniques of the discrete disciplines. The work of the first year is divided as follows: (1.) Introduction to Humanities (9 weeks); (2.) Literature as a Humanistic Field (7 weeks); (3.) Art as a Humanistic Field (7 weeks); and (4.) Music as a Humanistic Field (7 weeks). A detailed introduction, outline and experience modules for each part follows this general introduction.

The second year of humanities in General-Liberal Education (Humanities II) is constructed to explore some of the large, integrative issues of western man. Three divisions of the program cast different lights on these issues. "The Question of Value" (Part I) seeks to isolate the central ethical dilemmas of modern man and provide an examination of the classical responses to them Students will be encouraged to develop their own responses to the moral issues of the present world. "Classics of the West" (Part II) presents major classical works of literature, art and msic which characterize five ages of western civilization. "The American Quest"

(Part III) explores several of the major themes in American Cultural history and provides the student with the opportunity to clarify his own image as a participant in American society.

Humanities III provides an experience in one of the cultures of the non-western world. In a rapidly changing world which one writer has characterized as being in the process of "retribaliz tion", future teachers must have some exposure to the thoughts, institutions, arts, etc. of the non-western world. Such an exposure lessens cultural biases as the student explores other value systems, social structures, and personal needs. With the evolving needs generated by inner-city educational problems while teachers are primarily from other American Social groups, an openness to different cultural patterns is vital.

This program provides the student with the opportunity to study one of the major non-western cultures; Africa, India, or Southeast Asia. Eventually, three programs will be offered: "The Culture of Africa, " "The Culture of India" and "The Culture of Southeast Asia", and the student may choose from among them. For the purposes of this program model, only the experience on Africa is presented, but it may serve as a paradigm for the other two programs.

Each part of the humanities performs a different function in the overall plan, but they all share the common goal of involving students in the great issues of their heritage. In addition to required readings, common to all students, the students have built-in options at various stages in the program which engage the students in the responsibility for planning a part of their academic program. Writing exercises are designed for each phase of the program. By writing in a variety of formats--essay, precis, journal, book review, workshop report, and creative forms such as poetry and fiction--the students have the opportunity to grow in verbal communication skills. A close working relationship between instructor and student is designed to review writing habits, identify communication problems and encourage improvement on an individual basis.

The organization of learning experiences provides for a multiplicity of learning settings. Material has been adapted to its most appropriate setting. Large lectures are suggested for that material which most benefits from mass presentation. Likewise, there are studio sessions for art and dance, small group discussions for philosophic issues, team study for problems, independent research for individualized study, and tutorials for review of writing. The aim of the humanities component is to match method with media and materials to present a consistent pattern which correlates what is taught with how it is taught. The first principle in effecting this correlation is the acceptance of students as human beings. Such acceptance implies: (a) that students can carry responsibility for their own educational growth, (b) that they need to be free to make choices about a significant portion of their educational experience, and (c) that they live in an environment which provides the occasions for development in discipline and skills which make free choices possible.

UNIQUE ELEMENTS IN THE HUMANITIES COMPONENT

Most humanities courses presently operating in general education programs are survey courses. There results a certain tyranny of chronology in the survey approach. Instructors often feel they cheat their students if they "leave anything out" as they try to cover western civilization. The program outlined here attempts to break away from surveying culture by presenting the student with concepts, ideas, themes and experience in western culture as they are organized by the traditional academic disciplines. Academic knowledge is a function of the particular disciplines and the first exposure to this humanities education is in disciplines such as Literature, Art and Music.

Wherever possible students in this program are challenged to work on their own, or on teams with their peers. The conviction of the humanities planning committee is that the very essence of humanities consists in participation, involvement with ideas, concepts and materials in order to create a personal understanding and response to civilized life. No professor can do a student's thinking, believing, and creating for him. So the humanities modules describe a sequence of experience which promote student activity in the humanistic disciplines, and not professorial activity. The effort is to move students from the role of passive recipient to one of active participant.

A close correlation between writing assignments and content is designed into the program. Rather than creating a separate experience in writing skills, the humanities modules combine writing exercises with the relevant materials under investigation. Writing improvement is treated as improvement in communicating important and necessary ideas. Individualized problems in writing are treated on a personal basis, allowing students to develop at their unique paces.

The students who will undertake this humanities program are a selected clientele, i.e., they are all future teachers. With this in mind, the program seeks to make explicit the teaching methodologies peculiar to the humanities. Instead of presenting an image of the artful master who magically pulls wisdom out of the hat, the instructor implementing these modules must be perfectly open with his students. He must emphasize how he came to know what he seeks to teach, why he presents material as he does, and what the goal or aim of his instructional activities are. The images of the profession of teaching will, thus, be those of a seeker, an experimenter and an innovator. The open-ended nature of humanistic learning will, by this design, be implicit in all that is done.

This component in the Behavioral Science Elementary Teacher Education Program was developed by the following persons.

General - Liberal - Humanities

Dr. Reed Baird	Humanities II, The American Quest
Dr. J. Bruce Burke	Coordinator and Humanities II, The Question of Value
Dr. Alexander Butler	Humanities II, Classics of the West
Dr. Fred Carlisle	Humanities I, Literature
Georger Graber	Humanities I, Literature
Charles House	Humanities III, Sub-Sahara African Civilization
Dr. Roy Matthews	Humanities I, Introduction
Dr. Louise Sause	Editorial Assistant
Dr. Francis Shoemaker	Consultant
Dr. Robert Sidnell	Humanities I, Music
Nancy Stackhouse	Humanities I, Art

HUMANITIES I

INTRODUCTION TO THE HUMANITIES

OVERVIEW

An Introduction to the Humanities, the first nine weeks of Humanities I, exposes the student to the definitions and terminology, the purposes and methodology, and the component parts of the humanities. The traditional disciplines identified with the humanities are defined and studied in order to promote the acquisition of certain skills: communication, comprehension and senstitivity. The primary purpose of an introduction to humanities, however, is to aid the student in acquiring the first two of these skills, communication and comprehension, through writing, speaking, and logical analysis so that he is better prepared to achieve sensitivity in constructing his aesthetic and ethical values.

The student, therefore, begins his study at the most fundamental level by examining the purposes, principles and definitions of the humanities. After a brief survey of the components of the field (history, philosophy, religion, literature, art and music), the student investigates six case studies based on specific examples drawn from each discipline. Surveys of the six components, through formal lectures, small discussion sessions, films and assigned papers, improves the student's skills in communication and comprehension.

Having acquired an understanding of the goals and importance of the humanities in a liberal education and after being introduced to the basic parts of the Humanities, the student then can begin to discern how the specific content of the six case studies raises the questions of "What is man?" "What is the good, the true and the beautiful?" and "What should men live for?" The case studies, therefore, serve not only as sources of information but they also pave the way for a deeper probing of human behavior in search of answers to questions that men have asked in the past and ask in the present. At the end of the nine week session, the student is ready to experience, personally, the processes of humanistic endeavors in literature, art and music.

```
*OBJECTIVES     TO INTRODUCE AND TO ORIENTATE THE NEW STUDENT TO THE BASIC00172016
                STUDY AREAS FOR THE HUMANITIES, TO SUPPLY MATRIAL AND     00172017
                INFORMATION FOR FUTURE CLASSES AND TO GAIN A DEFINITION OF00172018
                THE WORD HUMANITIES,                                      00172019
*PREREQUISITE NONE                                                        00172020
*EXPERIENCE     LISTENING TO THE INTRODUCTORY LECTURE BY THE INSTRUCTOR   00172011
                WHO WILL; (1) RAISE AND ANSWER THE QUESTION OF WHY STUDY  00172012
                THE HUMANITIES; (2) OUTLINE AND DEFINE THE SIX BASIC STUDY00172013
                AREAS OF THE HUMANITIES; (3) HAND OUT COURSE SYLLABUS,    00172014
                BIBLIOGRAPHY, INFORMATION SHEETS AND ASSIGNMENT SCHEDULE, 00172015
*SETTING        LARGE GROUP,  COLLEGE                                     00172010
*MATERIALS      BLANK                                                     00172005
*LEVEL          ALL GRADES                                                00172008
*GENERAL        ALL CANDIDATES                                            00172007
*HOURS          1                                                         00172006
*EVALUATION     LIST THE SIX BASIC STUDY AREAS AND DISCUSS WITH PROFESSOR 00172021
                EXPLANATIONS AND REASONS WHY ONE STUDIES THE HUMANITIES,  00172022
*FILE           DEFINING THE HUMANITIES  INTRODUCTING LECTURE  PROCEDURE  00172009
```

```
*OBJECTIVES     TO INTRODUCE THE STUDENT TO THE OPINIONS AND DEFINITIONS  00173018
                OF A RECOGNIZED SCHOLAR OF HUMANISTIC STUDIES,            00173019
*PREREQUISTE    MODULE 172                                                00173020
*EXPERIENCE     READING THE ESSAY, A DEFINITION OF THE HUMANITIES BY R,B, 00173011
                PERRY IN THE MEANING OF THE HUMANITIES, PP,3-42-TO ACQUIVE00173012
                A DEFINITION OF THE TERM, HUMANITIES, TO NOTE THE TIME    00173013
                WHEN THE ESSAY WAS WRITTEN AND TO COMPARE AND CONTRACT THE00173014
                AUTHOR≠S IDEAS AND OPINIONS TO THOSE EXPREDDED IN CLASS IN00173015
                PREPARATION FOR A WRITTEN ASSIGNMENT AND FORTHCOMING      00173016
                LECTURE IN MODULE 175,                                    00173017
*SETTING        INDEPENDENT,  COLLEGE                                     00173010
*MATERIALS      BLANK                                                     00173005
*LEVEL          ALL GRADES                                                00173008
*GENERAL        ALL CANDIDATES                                            00173007
*HOURS          1                                                         00173006
*EVALUATION     TO DISCUSS PERRY≠S DEFINITIONS OF THE HUMANITIES,  TO     00173021
                RECITE THE AUTHOR≠S CONDITIONS FOR DEFINING THE TERM AND  00173022
                THE STUDY≠S PREREQUISITIES; TO CONSTRUCT HIS HISTORICAL   00173023
                STUDY OF THE RISE OF HUMANISTIC SCHOLORSHIP; TO COMPARE   00173024
                AND CONTRACT THE HUMANITIES TO THE SOCIAL SCIENCES AND    00173025
                NATURAL SCIENCES BY PERRY≠S TECHINQUES                    00173026

*FILE           DEFINING THE HUMANITIES  READING  R B PERRY               00173009
```

```
*OBJECTIVES    TO EXPRESS, IN WRITTEN TERMS, THE KNOWLEDGE OF THE          00174018
               TERMINOLOGY OF THE HUMANITIES, THE STUDIES BASIC            00174019
               DISCIPLINES OF CATEGORIES AND ITS THEORIES,                 00174020
*PREREQUISITE  MODULE 173                                                  00174021
*EXPERIENCE    DEFINING THE HUMANITIES  STUDENT, AFTER READING THE         00174011
               ASSIGNMENT IN MODULE 173, IS TO WRITE A 1-2 PAGE PAPER      00174012
               ON A PERSONAL EXPERIENCE TO DEMONSTRATE THAT HE CAN         00174013
               IDENTIFY PERRY≠S DEFINITION OF THE HUMANITIES AND RELATE    00174014
               THIS DEFINITION TO HIS OWN PERSONAL EXPERIENCES OF READING00174015
               IN LITERATURE, LISTENING TO MUSIC, GOING TO A MUSEUM,       00174016
               STUDYING RELIGION, PHILOSOPHY OR HISTORY,                   00174017
*SETTING       INDEPENDENT,  COLLEGE                                       00174010
*MATERIALS     BLANK                                                       00174005
*LEVEL         ALL GRADES                                                  00174008
*GENERAL!      ALL CANDIDATES                                              00174007
*HOURS         2                                                           00174006
*EVALUATION    READING AND ISSUING OF PAPERS BY TEACHER TO DISCOVER IF     00174022
               STUDENT HAS GAINED KNOWLEDGE OF TERMINOLOGY, CATOGORIES     00174023
               AND THEORIES AND CAN RELATE THEM TO HIS OWN PERSONAL        00174024
               EXPERIENCES,                                                00174025
*FILE          DEFINING THE HUMANITIES  COMPOSITION  R,B, PERRY            00174009
```

```
*OBJECTIVES    TO EMPHASIZE THE IMPORTANCE OF THE STUDY OF THE HUMANITIES00175019
               AS PART OF A STUDENT≠S EDUCATIONAL EXPERIENCES AND TO       00175020
               INTRODUCE A COMPARATIVE STUDY OF THE HUMANITIES TO NATURAL00175021
               SCIENCE AND SOCIAL SCIENCE IN ORDER TO ACQUAINT THE         00175022
               STUDENT WITH VARIOUS METHODOLOGIES OF INQUIRY AND           00175023
               INTELLECTUAL APPROACHES TO THE SEARCH FOR TRUTHS,           00175024
*PREREQUISITE  MODULES 173,174                                             00175025
*EXPERIENCE    LISTENING TO A FORMAL LECTURE ON THE ROLE OF HUMANITIES IN00175012
               MODERN DAY COLLEGE EDUCATION IN WHICH THE IMPORTANCE AND    00175013
               VALUE OF HUMANISTIC STUDIES ARE DISCUSSED, R,B, PERRY≠S     00175014
               IDEAS ARE RELATED TO THE INSTRUCTOR≠S OPINIONS, A           00175015
               COMPARISON OF THE HUMANITIES TO THE SOCIAL SCIENCE AND      00175016
               NATURAL SCIENCES IS MADE AND THE RELATIONSHIP OF THE        00175017
               HUMANITIES TO THE TEACHER EDUCATION CURRICULUM ARE NOTED,   00175018
*SETTING       LARGE GROUP,  COLLEGE                                       00175011
*MATERIALS     BLANK                                                       00175005
*LEVEL         ALL GRADES                                                  00175008
*GENERAL!      ALL CANDIDATES                                              00175007
*HOURS         1                                                           00175006
               TO ASSOCIATE LECTURER≠S DEFINITION AND INTERPRETATIONS      00175026
               WITH PERRY≠S IDEAS AND WITH HIS OWN WRITTEN ASSIGNMENT AND00175027
               TO COMPARE AND CONTRACT THE APPROACHES AND METHOLOGIES IN 00175028
               THE HUMANITIES, NATURAL SCIENCES AND SOCIAL SCIENCES,       00175029
*FILE          DEFINING THE HUMANITIES  IMPORTANCE OF THE HUMANITIES       00175009
               R,B, PERRY                                                  00175010
```

```
*OBJECTIVES    TO GAIN KNOWLEDGE OF SPECIFIC FACTS (DATES, EVENTS,         00176016
               PERSONS, PLACES) AND KNOWLEDGE OF TRENDS AND SEQUENCES      00176017
               RELATIVE TO THE POSITION OF THE HUMANITIES IN HISTORY AND   00176018
               TO GAIN SOME UNDERSTANDING OF THE ROLE HUMANITIES HAS       00176019
               PLAYED IN THE HISTORY OF WESTERN CIVILIZATION AND           00176020
               UNIVERSITIES,                                               00176021
*PREREQUISITE  MODULES 173 AND 175                                         00176022
*EXPERIENCE    READING ASSIGNMENT OF AUGUST C, KREY, HISTORY AND THE       00176011
```

```
               HUMANITIES IN THE MEANING OF THE HUMANITIES, PP, 45-87 IN 00176012
               ORDER TO GAIN SOME UNDERSTANDING OF THE HISTORICAL BASIS  00176013
               AND DEVELOPMENT OF THE HUMANITIES IN PREPARATION FOR THE  00176014
               LECTURE IN MODULE 006,                                    00176015
*SETTING       INDEPENDENT,  COLLEGE                                     00176010
*MATERIALS     BLANK                                                     00176005
*LEVEL         ALL GRADES                                                00176008
*GENERAL       ALL CANDIDATES                                            00176007
*HOURS         1                                                         00176006
*EVALUATION    LIST HUMANISTS, THE SCHOOLS OF HUMANISTIC THOUGHT         00176023
               MOVEMENTS AND DEVELOPMENTS IN THE STUDY OF THE            00176024
               HUMANITIES SINCE THE RENAISSANCE AND IDENTIFY KREY≠S      00176025
               OPINIONS ON WHEN THE HUMANISTIC STUDIES BEGAN AND THEIR   00176026
               ROLE AND PLACE IN PRESENT DAY COLLEGE CURRICULUM,         00176027
*FILE          DEFINING THE HUMANITIES  READING  A,C, KREY               00176009
```

```
*OBJECTIVES    TO SUPPLEMENT THE STUDENT≠S KNOWLEDGE ON THE ORIGINS OF   00177016
               THE HUMANITIES WHICH HE HAS GAINED FROM PREVIOUS MODULES  00177017
               AND TO COMPLEMENT THIS STUDY WITH ADDITIONAL MATERIAL,     00177018
*PREREQUISITE  MODULE 176                                                00177019
*EXPERIENCE    LISTENING TO A FORMAL LECTURE ON THE HISTORICAL BACKGROUND00177011
               ORIGINS AND DEVELOPMENTS OF THE HUMANITIES AND NOTING THE 00177012
               SPECIFIC EXAMPLES OF RENAISSANCE SCHOLARS AND SCHOOLS OF  00177013
               THOUGHT AND RELATING THESE STUDIES AND THEIR              00177014
               ACCOMPLISHMENTS TO THE FURTHERING OF HUMANISTIC STUDIES,  00177015
*SETTING       LARGE GROUP,  COLLEGE                                     00177010
*MATERIALS     BLANK                                                     00177005
*LEVEL         ALL GRADES                                                00177008
*GENERAL       ALL CANDIDATES                                            00177007
*HOURS         1                                                         00177006
*EVALUATION    COMPARE AND CONTRAST LECTURER≠S OPINIONS AND INFORMATION, 00177020
               WITH KREYS ARTICLE, COMPARE AND CONTRAST THE RENAISSANCE  00177021
               SCHOLARS DEFINITIONS OF HUMANITIES WITH PRESENT DAY       00177022
               DEFINITIONS,                                              00177023
*FILE          DEFINING THE HUMANITIES  HISTORICAL SURVEY  A,C, KREY     00177009
```

```
*OBJECTIVES    TO INCREASE THE STUDENT≠S AWARENESS OF THE ROLE OF HISTORY00178018
               IN THE HUMANITIES AND TO INTRODUCE HIM TO A FEW SELECT    00178019
               THEORIES OF HISTORY,                                      00178020
*PREREQUISITE  NONE                                                      00178021
*EXPERIENCE    READING CHAPTERS 1,3,4,5,6,8,12,(34PP) IN GUSTAVSON      00178011
               A PREFACE TO HISTORY SO THAT THE STUDENT WILL BE          00178012
               INTRODUCED TO SUCH TERMS AS THE HISTORICAL-MINDED PERSON; 00178013
               WILL HEAR ABOUT THE SOCIAL FORCES OF HISTORY, THE         00178014
               CHARACTERISTICS OF HISTORICAL CAUSATION, CONCEPTS OF      00178015
               REVOLUTIONS AND THE ROLE OF IDEAS IN HISTORY IN           00178016
               PREPARATION FOR MODULE 179,                               00178017
*SETTING       INDEPENDENT,  BLANK                                       00178010
*MATERIALS     BLANK                                                     00178005
*LEVEL         ALL GRADES                                                00178008
*GENERAL       ALL CANDIDATES                                            00178007
*HOURS         2                                                         00178006
*EVALUATION    TEST THE STUDENT IN MODULE 008 DISCUSSION BY IDENTIFYING  00178022
               SOCIAL FORCES, HISTORICAL CAUSATION, CONCEPTS OF          0017802
               REVOLUTIONS AND THE ROLE OF IDEAS IN HISTORY,             0017802
*FILE          SIX AREAS OF HUMANITIES HISTORY AND HUMANITIES GUSTAVSON 00178009
```

```
*OBJECTIVE      TO RELATE THE SIMILARITIES AND DIFFERENCES BETWEEN THE       00179020
                STUDY OF HISTORY AND THE AREA OF THE HUMANITIES AS A         00179021
                DISCIPLINE,                                                  00179022
*PREREQUISITE   MODULE 178                                                   00179023
*EXPERIENCE     INSTRUCTOR SHOULD BEGIN THE DISCUSSION ON THE BASIS AND      00179011
                VIEW POINT OF THE HISTORIAN#S APPROACH TO HIS DISCIPLINE;    00179012
                NOTE THE HISTORIAN#S IDEAS ON THE ROLE AND USE OF THE        00179013
                STUDY OF HISTORY AND THE METHODOLOGY OF STUDYING HISTORY,    00179014
                THEN DIRECT DISCUSSION INTO THE STUDY OF HISTORY AS PART     00179015
                OF THE STUDY OF THE HUMANITIES,  ASK THE CLASS ABOUT THE     00179016
                RELATIONSHIPS OF HISTORY TO THE HUMANITIES AND INQUIRE IF    00179017
                AND HOW DOES THE STUDY OF HISTORY HELP THE STUDENT TO        00179018
                SEEK ANSWERS TO THE QUESTION OF WHO HE IS AND WHY HE IS,     00179019
*SETTING        SMALL GROUP (1-12 STUDENTS)                                  00179010
*MATERIALS      BLANK                                                        00179005
*LEVEL          ALL GRADES                                                   00179008
*GENERAL        ALL CANDIDATES                                               00179007
*HOURS          1                                                            00179006
*EVALUATION     DISCUSS THE READING ASSIGNMENT IN MODULE 178 IN CLASS AND    00179024
                ASK STUDENTS ABOUT GUSTAVSON#S CONCEPT OF HISTORY,          00179025
                HISTORICAL-MINDED ATTITUDES, HIS IDEAS ON SOCIAL FORCES,     00179026
                REVOLUTIONS, IDEAS IN HISTORY AND RELATE THIS TO THE         00179027
                PROFESSOR(S OPINIONS AND HAVE STUDENTS COMPARE AND           00179028
                CONTRAST THE TWO SCHOOLS OF THOUGHT,                         00179029
*FILE           SIX AREAS OF HUMANITIES  HISTORY AND HUMANITIES DISCUSSION00179009
```

```
*OBJECTIVES     TO ACQUIRE AN UNDERSTANDING OF THE MOTIVES, AIMS,            00180016
                PRINCIPLES AND SOURCES OF PHILOSOPHY AND TO RELATE           00180017
                PHILOSOPHY TO THE HUMANITIES,                                00180018
*PREREQUISITE   NONE                                                         00180019
*EXPERIENCE     READING CHAPTERS 1 AND 2 IN THE WAY TO WISDOM,  AN           00180011
                INTRODUCTION TO PHILOSOPHY BY KARL JASPERS (20PP,) IN        00180012
                ORDER TO PREPARE STUDENT FOR DISCUSSION (MODULE 181) WITH    00180013
                PARTICULAR EMPHASIS ON THE DIFFERENCES BETWEEN PHILOSPHY A00180014
                AND SCIENCE, AIMS OF PHILOSOPHY AND SOURCES OF PHILOSOPHY,00180015
*SETTING        INDEPENDENT,  COLLEGE                                        00180010
*MATERIALS      BLANK                                                        00180005
*LEVEL          ALL GRADES                                                   00180008
*GENERAL        ALL CANDIDATES                                               00180007
*HOURS          1                                                            00180006
*EVALUATION     TEST THE STUDENT IN MODULE 181 DISCUSSION BY HAVING HIM      00180020
                DIFFERENTIATE BETWEEN PHILOSOPHY AND SCIENCE, RECITE         00180021
                HISTORICAL ORIGINS OF THE WORD PHILOSOPHY, LIST AIMS,        00180022
                MOTIVES AND SOURCES OF PHILOSOPHY,                           00180023
*FILE           SIX AREAS OF HUMANITIES  PHILOSOPLY AND HUMANITIES JASPERS00180009
```

```
*OBJECTIVES     TO RELATE THE SIMILARITIES AND DIFFERENCES BETWEEN THE       00181022
                STUDY OF PHILOSOPHY AND THE AREA OF THE HUMANITIES AS A      00181023
                DISCIPLINE,                                                  00181024
*PREREQUISITE   MODULE 180                                                   00181025
*EXPERIENCE     INSTRUCTOR SHOULD BEGIN THE DISCUSSION ON THE BASIS AND      00181012
                VIEWPOINT OF THE PHILOSOPHER#S APPROACH TO HIS DISCIPLINE;00181013
                NOTE THE PHILOSOPHER#S IDEAS AND THE ROLE AND PROPOSE OF     00181014
                THE STUDY OF PHILOSOPHY AND THE SOURCES OF PHILOSOPHY,       00181015
                THEN, DIRECT DISCUSSION INTO THE STUDY OF PHILOSOPHY AS      00181016
                PART OF THE STUDY OF THE HUMANITIES,  ASK THE CLASS ABOUT    00181017
                THE RELATIONSHIP OF PHILOSOPHY TO THE HUMANITIES AND         00181018
                INQUIRE IF AND HOW DOES THE STUDY OF PHILOSOPHY HELP THE     00181019
                STUDENT TO SEEK ANSWERS TO THE QUESTION OF WHO HE IS AND     00181020
                WHY HE IS,                                                   00181021
```

```
*SETTING        SMALL GROUP (1-12 STUDENTS)                                00181011
*MATERIALS      BLANK                                                      00181005
*LEVEL          ALL GRADES                                                 00181008
*GENERAL:       ALL CANDIDATES                                             00181007
*HOURS          1                                                          00181006
*EVALUATION     DISCUSS THE READING ASSIGNMENT IN MODULE 008 IN CLASS AND 00181026
                ASK STUDENTS ABOUT JASPER#S IDEAS ON WHAT IS PHILOSOPHY    00181027
                AND WHAT ARE ITS AIMS, MOTIVES AND SOURCES AND RELATE THIS00181028
                TO THE PROFESSOR#S OPINIONS AND HAVE STUDENTS COMPARE AND 00181029
                CONSTRAST THE TWO SCHOOLS OF THOUGHT,                      00181030
*FILE           SIX AREAS OF HUMANITIES  PHILOSOPHY AND HUMANITIES         00181009
                DISCUSSION                                                 00181010
```

```
*OBJECTIVE      TO INTRODUCE THE STUDENT TO THE STUDY OF RELIGION AND ITS 00182017
                RELATIONSHIP TO HUMANITIES AND TO THE OTHER AREAS OF THE  00182018
                HUMANITIES, SPECIFICALLY PHILOSOPHY,                       00182019
*PREREQUISITE NONE                                                         00182020
*EVALUATION     TEST THE STUDENT IN DISCUSSION (MODULE 183) BY HAVING HIM 00182021
*EXPERIENCE     READING CHAPTER 2 IN NATURE MEN AND GOD BY WILLIAM TEMPLE 00182011
                (28PP),  THE TENSION BETWEEN PHILOSOPHY AND RELIGION A    00182012
                PREPARATION FOR DISCUSSION (MODULE 183),  PARTICULAR       00182013
                EMPHASIS SHOULD BE NOTED BY STUDENT REGARDING TEMPLE#S     00182014
                IDEAS ON RELIGION AND PHILOSOPHY, THE BASIS OF THEIR       00182015
                DIFFERENCES AND THE ROLE OF EVIL IN THE WORLD,             00182016
*SETTING        INDEPENDENT,  COLLEGE                                      00182010
*MATERIALS      BLANK                                                      00182005
*LEVEL          ALL GRADES                                                 00182008
*GENERAL:       ALL CANDIDATES                                             00182007
*HOURS          1                                                          00182006
                LIST THE CATEGORIES OF PHILOSOPHY AND RELIGION, RECITEY    00182022
                HISTORICAL EXAMPLES FOR THE CAUSES OF CONFLICT BETWEEN     00182023
                PHILOSOPHY AND RELIGION AND EFFORTS TO RECONCILE CONFLICT;00182024
                COMPARE AND CONTRAST DIFFERENT PRINTS OF REFERENCE AND     00182025
                GOALS OF PHILOSOPHY AND RELIGION IN THEIR SEARCH FOR THE  00182026
                TRUTH,                                                     00182027
*FILE           SIX AREAS OF HUMANITIES  RELIGION AND HUMANITIES  TEMPLE  00182009
```

```
*OBJECTIVES     TO RELATE THE SIMILARITIES AND DIFFERENCES BETWEEN THE     00183022
                STUDIES OF PHILOSOPHY AND RELIGION AND THEIR ULTIMATE      00183023
                GOALS IN THE SEARCH FOR TRUTH AND TO ACQUAINT THE STUDENT 00183024
                WITH USE OF THE STUDY OF RELIGION (THEOLOGY) AS AN AREA OF00183025
                THE HUMANITIES,                                            00183026
*PREREQUISITE MODULE 182                                                   00183027
*EXPERIENCE     INSTRUCTOR SHOULD BEGIN THE DISCUSSION ON THE BASIS AND    00183012
                VIEWPOINT OF THE THEOLOGIAN#S APPROACH TO HIS DISCIPLINE   00183013
                ASKING WHAT IS THE PURPOSE OF THE STUDY OF THEOLOGY, WHAT 00183014
                ARE ITS BASIC ASSUMPTIONS, PURPOSES AND GOALS,  THEN,      00183015
                DIVERT THE DISCUSSION INTO THE STUDY OF RELIGION AS PART   00183016
                OF THE STUDY OF THE HUMANITIES,  ASK THE CLASS ABOUT THE   00183017
                RELATIONSHIP OF THEOLOGY AND THESTUDY OF RELIGION OR JUST 00183018
                RELIGION PER SE, TO THE HUMANITIES AND INQUIRE IF AND HOW 00183019
                DOES THE STUDY OF RELIGION AND RELIGION AID THE STUDENT TO00183020
                SEEK ANSWERS TO THE QUESTION OF WHO HE IS OR WHY HE IS,    00183021
*SETTING        SMALL GROUP (1-12 STUDENTS)                                00183011
*MATERIALS      BLANK                                                      00183005
*LEVEL          ALL GRADES                                                 00183008
*GENERAL:       ALL CANDIDATES                                             00183007
*HOURS          1                                                          00183006
*EVALUATION     DISCUSS THE READING ASSIGNMENT IN MODULE 182 IN CLASS AND 00183028
```

```
                ASK STUDENTS ABOUT TEMPLE*S IDEAS ON WHAT IS RELIGION AN  00183029
                THE STUDY OF RELIGION AND HOW DOES IT RELATE TO PHILOSOPHY00183030
                SCIENCE AND TO THE AREA OF INQUIRY CALLED HUMANITIES,     00183031
*FILE           SIX AREAS OF HUMANITIES  RELIGION AND HUMANITIES          00183009
                DISCUSSION                                                00183010
```

```
*OBJECTIVES     TO ACQUAINT THE STUDENT WITH VARIOUS FORMS OF LITERATURE  00184017
                AND TO PREPARE HIM FOR A DISCUSSEN OF LITERATURE AS A     00184018
                PART OF THE HUMANITIES,                                   00184019
*PREREQUISITE   NONE                                                      00184020
*EXPERIENCE     READING CHAPTERS 11,12,16 IN DUDLEY AND FARICY, THE       00184012
                HUMANITIES (53PP) IN PREPARATION FOR DISCUSSION (MODULE   00184013
                185) ON THE TYPES, CLASSIFICATIONS, CATEGORIES AND        00184014
                TERMINOLOGY OF LITERATURE AND ITS RELATIONSHIP TO THE     00184015
                HUMANITIES,                                               00184016
*SETTING        INDEPENDENT,  COLLEGE                                     00184011
*MATERIALS      BLANK                                                     00184005
*LEVEL          ALL GRADES                                                00184008
*GENERAL        ALL CANDIDATES                                            00184007
*HOURS          2                                                         00184006
*EVALUATION     ASK THE STUDENT IN DISCUSSEN (MODULE 185) TO LIST THE     00184021
                DEFINITIONS OF TERMS, TO IDENTIFY KINDS OF IMAGERY AND    00184022
                CITE EXAMPLES, CONSTRAST SENTENCES AND WRITE POEMS OF     00184023
                VARIOUS EXAMPLES OF TONE COLOR, METER, RHYTHM,           00184024
*FILE           SIX AREAS OF HUMANITIES  LITERATURE AND HUMANITIES        00184009
                DUDLEY-FARICY                                             00184010
```

```
*OBJECTIVES     TO RELATE THE CONNECTION OF LITERATURE (AS A METHODOLOGY  00185021
                AND TECHNIQUE) TO THE HUMANITIES,                         00185022
*PREREQUISITE   MODULE 184                                                00185023
*EXPERIENCE     INSTRUCTOR SHOULD OPEN DISCUSSION BY NOTING THE           00185012
                METHODOLOGY, TERMINOLOGY AND DEFINITIONS USED IN          00185013
                LITERATURE AS WORDS OF EXPRESSION AND TECHINQUES OF       00185014
                COMMUNICATION,  HE SHOULD NOTE THE ROLE AND PURPOSE OF    00185015
                LITERATURE AND THE STUDY OF LITERATURE AS IT RELATES TO   00185016
                THE HUMANITIES,  ASK THE CLASS ABOUT THE RELATIONSHIP OF  00185017
                LITERATURE TO THE HUMANITIES AND GET THE CLASS TO EXPRESS 00185018
                OPINIONS ON HOW LITERATURE AIDS THE INDIVIDUAL TO SEEK    00185019
                ANSWERS TO THE QUESTIONS OF WHO HE IS AND WHY HE IS,      00185020
*SETTING        SMALL GROUP (1-12 STUDENTS)                               00185011
*MATERIALS      BLANK                                                     00185005
*LEVEL          ALL GRADES                                                00185008
*GENERAL        ALL CANDIDATES                                            00185007
*HOURS          1                                                         00185006
*EVALUATION     DISCUSS THE READING ASSIGNMENT IN MODULE 010 IN CLASS AND 00185024
                ASK STUDENTS ABOUT THE FORMS AND TYPES OF LITERATURE,     00185025
                HAVE STUDENTS WRITE EXAMPLES OF THE TERMS AND METHODS     00185026
                USED IN LITERATURE AND COMPARE AND CONTRAST THE PROFESSORS00185027
                OPINIONS TO THOSE OF THE AUTHOR AS TO THE ROLE OF         00185028
                LITERATURE AND THE HUMANITIES,                            00185029
*FILE           SIX AREAS OF HUMANITIES  LITERATURE AND HUMANITIES        00185009
                DISCUSSION                                                00185010
```

```
*OBJECTIVES     TO RELATE THE ROLE OF ART TO THE HUMANITIES AND TO        00186015
                INTRODUCE THE SUBJECT OF ART AS AN ACADEMIC STUDY AND AS A00186016
                PERSONAL EXPERIENCE,                                      00186017
*PREREQUISITE   NONE                                                      00186018
*EXPERIENCE     READING CHAPTERS 1-4 IN DUDLEY AND FARICY, THE HUMANITIES 00186011
```

```
               (76PP,) IN PREPARATION FOR DISCUSSION (MODULE 017) ON THE 00186012
               REASONS WHY THERE IS ART, ITS SOURCES OF SUBJECTS AND     00186013
               FUNCTIONS,                                                00186014
*SETTING       INDEPENDENT,  COLLEGE                                     00186010
*MATERIALS     BLANK                                                     00186005
*LEVEL         ALL GRADES                                                00186008
*GENERALI      ALL CANDIDATES                                            00186007
*HOURS         2                                                         00186006
*EVALUATION    ASK THE STUDENT IN DISCUSSION (MODULE 017) TO LIST THE    00186019
               THREE BASIC ASSUMPTIONS OF ART, IDENTIFY SIX FORMS        00186020
               (SUBJECT, FUNCTION, REALEI                                00186021
               (SUBJECT, FUNCTION, REALISM ETC.), NAME THE SOURCES OF ART00186022
               SUBJECTS,                                                 00186023
*FILE          SIX AREAS OF HUMANITIES  ART AND HUMANITIES DUDLEY-FARICY 00186009
```

```
*OBJECTIVES    TO EXPOSE THE STUDENT TO THE VISUAL SIDE PART THROUGH     00187018
               FILMS, TO RELATE FILM TO READING ASSIGNMENT (MODULE 186)  00187019
               AND TO PREPARE STUDENT TO ASK QUESTIONS ABOUT THE ROLE OF 00187020
               ART IN RELATIONSHIP TO THE HUMANITIES,                    00187021
*PREREQUISITE  MODULE 186                                                00187022
*EXPERIENCE    VIEWING THE FILM-ART, WHAT IS IT,(ENCYCLOPEDIA BRITANNICA)00187011
               IN PREPARATION FOR DISCUSSION (MODULE 188) AND AS A       00187012
               COMPLEMENTARY EXPERIENCE TO MODULE 015,  STUDENT SHOULD   00187013
               PAY SPECIAL ATTENTION TO THE VARIOUS SCHOOL OF ART,       00187014
               FUNCTIONS OF ART AND TO THE QUESTIONS OF WHY DOES MAN     00187015
               PAINT, WHAT DOES ART TELL US ABOUT MEN AND HOW DOES MAN   00187016
               FIND ANSWERS TO QUESTIONS ABOUT HIMSELF IN ART,           00187017
*SETTING       LARGE GROUP,  COLLEGE                                     00187010
*MATERIALS     BLANK                                                     00187005
*LEVEL         ALL GRADES                                                00187008
*GENERALI      ALL CANDIDATES                                            00187007
*HOURS         1/2                                                       00187006
*EVALUATION    IN DISCUSSION (MODULE 188) HAVE STUDENT RECITE THE ANSWERS00187023
               TO QUESTIONS, RAISED IN FILM, AS TO WHY MAN PAINTS, LIST  00187024
               THE SCHOOLS OF ART, NOTE HISTORICAL PERIODS OF STYLES AND 00187025
               SCHOOLS,                                                  00187026
*FILE          SIX AREAS OF HUMANITIES  ART AND HUMANITIES  FILM         00187009
```

```
*OBJECTIVES    TO RELATE THE CONNECTION OF ART (BY DEFINITION, SOURCES OF00188020
               SUBJECTS AND FUNCTION) TO THE HUMANITIES,                 00188021
*PREREQUISITE  MODULES 186,187                                           00188022
*EXPERIENCE    INSTRUCTOR SHOULD OPEN DISCUSSION BY ELABORATING UPON     00188011
               THE BASIC ASSUMPTIONS OF ART AND ELICITING A DISCUSSION   00188012
               ON THE SUBJECTS AND SOURCES OF SUBJECTS USED BY ARTISTS,  00188013
               THE FUNCTION OF ART, AS EXPLAINED IN TEXT AND FILM AND AS 00188014
               UNDERSTOOD BY THE STUDENTS, SHOULD BE EXPPLORED,  ALL OF  00188015
               THESE TOPICS SHOULD BE NOTED IN RELATIONSHIP TO THE       00188016
               HUMANITIES, AND THE INSTRCUTOR SHOULD GET THE CLASS TO    00188017
               EXPRESS THEIR IDEAS ON HOW ART AIDS THE INDIVIDUAL TO SEEK00188018
               ANSWERS TO THE QUESTIONS OF WHO HE IS AND WHY HE IS,      00188019
*SETTING       SMALL GROUP (1-12 STUDENTS),  COLLEGE                     00188010
*MATERIALS     BLANK                                                     00188005
*LEVEL         ALL GRADES                                                00188008
*GENERALI      ALL CANDIDATES                                            00188007
*HOURS         1/2                                                       00188006
*EVALUATION    DISCUSS THE ASSIGNMENTS IN MODULES 186 AND 187 CLASS AND  00188023
               AND ASK STUDENTS ABOUT THE ASSUMPTIONS OF ART, CONTRAST    00188024
               THE PROFESSORS OPINIONS ON ART TO THESE NOTED BY THE      00188025
               AUTHORS OF READING AND IN THE FILM,                       00188026

*FILE          SIX AREAS OF HUMANITIES  ART AND HUMANITIES  DISCUSSION   00188009
```

```
*OBJECTIVES     TO ACQUAINT THE STUDENT WITH THE BASIC TERMS, CATEGORIES, 00189016
                FORMS AND DEFINITIONS IN MUSIC AND TO RELATE THEM TO THE  00189017
                HUMANITIES,                                               00189018
*PREREQUISITE NONE                                                      00189019
*EXPERIENCE     READING CHAPTERS 7,10,15 IN DUDLEY AND FARICY, THE        00189011
                HUMANITIES (75PP,) IN PREPARATION FOR DISCUSSION (MODULE  00189012
                190) ON THE TYPES, TERMINOLOGY AND CLASSIFICATIONS OF     00189013
                MUSIC AND THE STUDY OF MUSIC AS IT RELATES TO THE         00189014
                HUMANITIES,                                               00189015
*SETTING        INDEPENDENT,  COLLEGE                                     00189010
*MATERIALS      BLANK                                                     00189005
*LEVEL          ALL GRADES                                                00189008
*GENERAL        ALL CANDIDATES                                            00189007
*HOURS          2                                                         00189006
*EVALUATION     IN DISCUSSION (MODULE 190) HERE STUDENT LIST THE COMPONENT00189020
                PARTS OF OUR ORCHESTRA AND TYPES OF INSTRUCMENTS DEFINE   00189021
                AND RECITE EXAMPLES OF RHYTHM, METER, MELODY, HARMONY ETC,00189022
                LIST TYPES OF MUSIC,                                      00189023
*FILE           SIX AREAS OF HUMANITIES 7USIC AND HUMANITIES DUDLEY-FARICY00189009
```

```
*OBJECTIVES     TO RELATE THE CONNECTION OF MUSIC TO THE HUMANITIES,      00190019
*PREREQUISITE MODULE 189                                                00190020
*EXPERIENCE     INSTRUCTOR SHOULD BEGIN DISCUSSION BY NOTING THE MEDIUMS  00190011
                OF MUSIC AND HOW SOUND MADE BY ORCHERTRA (PERHAPS DISCUSS 00190012
                THE INSTRUMENTS), RELATING ART AND MUSIC AND CALLING FOR  00190013
                A DISCUSSION BY CLASS ON THE FUNCTION OF MUSIC,  TOPICS   00190014
                SHOULD BE TIED INTO THE HUMANITIES AND NOTE HOW MUSIC IS  00190015
                AN EXPRESSION AND PART OF THE HUMANITIES AND SEE HOW IT   00190016
                AIDS THE INDIVIDUAL IN SEEKING ANSWERS TO THE QUESTIONS OF00190017
                WHO HE IS AND WHY HE IS,                                  00190018
*SETTING        SMALL GROUP (1-12 STUDENTS),  COLLEGE                     00190010
*MATERIALS      BLANK                                                     00190005
*LEVEL          ALL GRADES                                                00190008
*GENERAL        ALL CANDIDATES                                            00190007
*HOURS          1                                                         00190006
*EVALUATION     DISCUSS THE READING ASSIGNMENT IN MODULE 189 IN CLASS AND 00190021
                ASK STUDENTS ABOUT THE ASSUMPTIONS OF MUSIC AS ART, THE   00190022
                MEDIUMS, ELEMENT AND FORMS AND COMPARE AND CONTRAST THE   00190023
                PROFESSOR≠S OPINIONS ON MUSIC TO THOSE OF THE AUTHORS OF  00190024
                READING,                                                  00190025
*FILE           SIX AREAS OF HUMANITIES MUSIC AND HUMANITIES DISCUSSION   00190009
```

```
*OBJECTIVES     TO PROVIDE A BASES FOR FUTURE DISCUSSION, WRITTEN         00191018
                ASSIGNMENTS AND FORMAL LECTURES ON THE HISTORY CASE STUDY 00191019
                AND TO SUPPLY INFORMATION AND DETAILS ON LIFE IN THE      00191020
                GREEK CITY STATE,                                         00191021
*PREREQUISITE NONE                                                      00191022
*EXPERIENCE     READING CHAPTERS 1 AND 2 IN VICTOR EHRENBERG, THE GREEK   00191011
                STATE (97PP), IN PREPARATION FOR WEEK≠S WORK ON THE       00191012
                HISTORY CASE STUDY THE GREEK CITY-STATE, STUDENT SHOULD   00191013
                PAY ATTENTION TO THE AUTHOR≠S EXPLANATION OF THE RISE OF  00191014
                THE CITY-STATE, ITS FUNCTIONS, PURPOSES, ROLE IN          00191015
                EVOLUTION OF GREEK CULTURE AND THE MOTIVE OF THE          00191016
                CITY-STATE,                                               00191017
*SETTING        INDEPENDENT,  COLLEGE                                     00191010
*MATERIALS      BLANK                                                     00191005
```

```
*LEVEL         ALL GRADES                                              00191008
*GENERALI      ALL CANDIDATES                                          00191007
*HOURS         3                                                       00191006
*EVALUATION    STUDENT SHOULD TEST HIMSELF BY LISTING THE CONDITIONS OF  00191023
               ORGINS OF CITY STATE, RECITE THE SOCIAL FORCES LEADING TO 00191024
               CHANGE IN A POLIS, IDENTIFY FREAT TERMS EMPLOYED TO       00191025
               DESCRIBE LIFE IN THE POLIS IDENTIFY THE CITY-STATE≠S      00191026
               POLITICAL STRUCTURE, RECITE FUNCTIONS OF THE CITY•STATE, 00191027
               AND AUTHORS ANALYSIS OF THE NATURE OF THE CITY •STATE,   00191028
*FILE          HISTORY CASE STUDY GREEK CITY STATE EHRENBERG            00191009
```

```
*OBJECTIVES    TO RELATE PROFESSOR≠S KNOWLEDGE AND RESEARCH TO THE       00192020
               KNOWLEDGE THAT SUDENT HAS GAINED FROM MODULE 178 AND TO  00192021
               BEGIN TO DEMONSTRATE HOW SOCIAL FORCES AFFECT THE HUMAN   00192022
               CONDITION,                                                00192023
*PREREQUISITE  MODULE 191 178 179                                        00192024
*EXPERIENCE    LISTEN TO A FORMAL LECTURE ON THE HISTORICAL BACKGROUND   00192011
               AND ORGANIZATION OF THE GREEK CITY•STATE WHICH COULD     00192012
               COMPLEMENT READING ASSIGNMENT,  PROFESSOR COULD UTILIZE   00192013
               ORIGINAL SOURCES, CITATIONS FROM GREEK HISTORIANS AND    00192014
               PHILOSOPHERS ON HOW AND WHY THE POLIS CAME TO BE         00192015
               REFERENCES TO GUSTAVSON≠S ANALYSIS OF SOCIAL FORCES, THE  00192016
               CHANGES AND CONTINUITY OF HISTORY AS SEEN IN POLIS AND HOW00192017
               THESE ITEMS AFFECT THE LIVES OF GREEK CITY•STATE DWELLERS00192018
               SHOULD BE EMPHASIZED,                                     00192019
*FILE          HISTORY CASE STUDY  GREET CITY STATE  LECTURE             00192009
*MATERIALS     BLANK                                                     00192005
*LEVEL         ALL GRADES                                                00192008
*GENERAL       ALL CANDIDATES                                            00192007
*HOURS         1                                                         00192006
*EVALUATION    STUDENT SHOULD ON HIS OWN, AFTER THE LECTURE, COMPOSE AND 00192025
               CONTRAST LECTURE TO READING ASSIGNMENT DIFFERENTIATE      00192026
               BETWEEN POINTS MADE BY LECTURER AND AUTHOR AND THOSE      00192027
               RAISED IN MODULES 178 179                                 00192028
*FILE          HISTORY CASE STUDY GREEK CITY STATE LECTURE              00192010
```

```
*OBJECTIVES    TO EMPHSIZE THE ROLE OF THE INDIVIDUAL IN THE POLIS AND   00193020
               TO DEMONSTRATE BY INFERENCE, HOW LIFE IN THE CITY•STATE IS00193021
               DIFFERENT FROM LIFE IN OUR POLITICAL AND SOCIAL STRUCTURE,00193022
*PREREQJISITE  MODULES 191,192                                           00193023
*EXPERIENCE    LISTEN TO A FORMAL LECTURE ON THE ROLE OF THE INDIVIDUAL  00193011
               WITHIN THE CITY-STATE28 DESCRIPTION OF EVERYDAY LIFE, OR  00193012
               ANALYSIS OF THE DUTIES, RESPONSIBILITIES AND DEMANDS      00193013
               PLACED ON THE INDIVIDUAL AND A COMPARISON OF THE PERSONAL 00193014
               AND COLLECTIVE WAYS OF LIVING IN GREEK POLIS,  SUMMARY OF00193015
               THE NATIVE OF THE POLISH AND HOW THIS, IN TURN, AFFECTED 00193017
               THE GREEK CULTURE SHOULD BE INCLUDED IN LECTURE AND     00193018
               UNDERSTOOD BY STUDENT,                                    00193019
*SETTING       LARGE GROUP,  COLLEGE                                     00193010
*MATERIALS     BLANK                                                     00193005
*LEVEL         ALL GRADES                                                00193008
*GENERAL       ALL CANDIDATES                                            00193007
*HOURS         1                                                         00193006
*EVALUATION    STUDENT SHOULD, UPON HEARING THE FORMAL LECTURE,          00193024
               COMPARE AND CONTRAST LECTURE TO READING ASSIGNMENT;       00193025
               RECITE HOW THE LECTURE SUPPORTS OR REFUTES THE READING,  00193026
*FILE          HISTORY CASE STUDY GREEK CITY STATE LECTURE              00193009
```

```
*OBJECTIVES     TO EXPLAIN AND DESCRIBE SOME ASPECT OF LIFE IN THE GREEK 00194020
                POLIS; TO RECALL MAJOR GENRALIZATIONS AND MAJOR THEORIES  00194021
                ABOUT GREEK CULTURE BASED ON INDEPENCENT RESEARCH AND    00194022
                WRITING ON SOURCES OUTSIDE OF ASSIGNED READING IN         00194023
                MODULE 020,                                               00194024
*PREREQUISITE MODULE 191                                                00194024
*PREREQUISITE MODULE 191 INDEPENDENT READING IN PRIMARY AND SECONDARY   00194025
                WORKS OR GREEK CULTURE,                                  00194026
*EXPERIENCE     WRITING AN EXERCISE OF FIVE (5) TYPED PAGES ON A TOPIC    00194011
                RELEVANT TO THE HISTORY CASE STUDY ON GREEK CITY STATE,  00194012
                TOPICS TO BE ASSIGNED BY THE PROFESSOR AT BEGINNING OF    00194013
                HISTORY CASE STUDY SECTION, EXAMPLES MIGHT INCLUDE; HOW   00194014
                THE ASSEMBLY WORKED-COMPARE AND CONTRAST ATHENS AND SPARTA00194015
                CONDITIONS FOR RISE OF A POLIS, DESCRIPTION OF POLITICAL 00194016
                ORGANIZATIONS IN POLIS, CONTEMPORARY AND DISTRICAL       0194017
                ACCOUNTS OF LIFE IN A POLIS, ANALYSIS OF SOCIAL CLASSES   00194018
                IN A CITY STATE,                                          00194019
*SETTING        INDEPENDENT, COLLEGE                                      00194010
*MATERIALS      BLANK                                                     00194005
*LEVEL          ALL GRADES                                                00194008
*GENERAL        ALL CANDIDATES                                            00194007
*HOURS          2                                                         00194006
*EVALUATION     RECITE THE BASIC FACTS REQUIRED IN MODULE191 AND COMPARE 00194027
                AND CONSTRUCT THIS INFORMATION TO INFORMATION GAINED IN   00194028
                INDEPENDENT RESEARCH, WRITE THE INTERPRETATIONS FROM      00194029
                DIFFERENT SOURCES,                                        00194030
*FILE           HISTORY CASE SUDY GREEK CITY STATES COMPOSITION          00194009

*OBJECTIVES     TO FOCUS ON THE STUDENTS WAY OF LIFE COMPARED TO GREEK   00195023
                CULTURE, TO DEMONSTRATE THE DIFFERENCES AND SIMILARITIES 00195024
                OF THE TWO WAYS OF LIVING; TO SHOW HOW HISTORY CAN SERVE  00195025
                AS A MEANS TO BROADEN ONE≠S UNDERSTANDING OF THE         00195026
                HUMANITIES AND THE PLIGHT OF PERSONS IN COMMUNITIES,      00195027
*PREREQUISITE MODULE 194                                                  00195028
                DISCUSSION OF THE ASSIGNED PAPERS AS THEY RELATE TO THE   00195011
                WEEKS WORK AND PROJECTS, INSTRUCTOR SHOULD LEAD           00195012
                DISCUSSION INTO A COMPARISON OF THE GREEK WAY OF LIFE IN 00195013
                THE POLIS TO THE AMERICAN WAY OF LIFE IN THE FEDERAL UNION00195014
                OR STATE OR CITY OR SMALL TOWN OR RURAL AREA, HE SHOULD   00195015
                NOTE THE VALUES, FUNCTIONS, PURPOSE AND NATURE OF THE    00195016
                HUMAN CONDITION IS BOTH CULTURES AND DIRECT THE CLASS INTO00195017
                A DISCUSSION OF HOW EACH CULTURAL STRUCTURE AND SYSTEM    00195018
                ATTEMPTS TO ANSWER THE BASIC NEEDS OF HUMAN EVIDENCE AND 00195019
                HELPS FURNISH ANSWERS TO THE QUESTIONS RAISED BY          00195020
                INDIVIDUALS AND THE COLLECTIVE BODY OF MANKIND,           00195021
*SETTING        SMALL GROUP (1-12 STUDENTS), COLLEGE                      00195010
*MATERIALS      BLANK                                                     00195005
*LEVEL          ALL GRADES                                                00195008
*GENERAL        ALL CANDIDATES                                            00195007
*HOURS          1                                                         00195006
*EVALUATION     TO HAVE THE STUDENTS TO RECITE BEFORE THE CLASS, THE MAIN 00195029
                POINTS OF THEIR RESEARCH AND WRITING; TO COMPARE AND      00195030
                CONTRAST LIFE IN A GREEK CITY STATE AS BASED ON THE WEEK 00195031
                OF STUDY TO THE STUDENTS PERSONAL EXPERIENCES AND         00195032
                SELF-AWARENESS OF LIVING IN THE AMERICAN STRUCTURE AND    00195033
                SYSTEM OF VALUES, PROCEDURES AND POLICIES,                00195034
*FILE           HISTORY CASE STUDY GREEK CITY STATE DISCUSSION           00195009
```

```
*OBJECTIVES     TO PROVIDE A BASES FOR FUTURE DISCUSSIONS AND FORMAL       00196019

                LECTURES ON THE PHILOSOPHY CASE STUDY AND TO INTRODUCE     00196020
                THE STUDENT TO A PRIMARY SOURCE DOCUMENT IN PHILOSOPHY     00196021
                THAT IS AUTO BIOGRAPHICAL AND PHILOSOPHICAL IS CONTENT SO 00196022
                THAT THE STUDENT CAN SEE HOW A PHILOSOPHICAL TRACT IS     00196023
                ARGUED AND REASONED AND WHAT ARE ITS CONCLUSIONS,         00196024
*PREREQUISITE   NONE                                                       00196025
*EXPERIENCE     READING THE DISCOURSE ON METHOD BY RENE DESCARTES (54PP,-00196011
                BOBBS-MERILL SERIES) IN PREPARATION FOR THE WEEKS WORK    00196012
                ON THE PHILOSOPHY CASE STUDY; DESCARTES,  STUDENT SHOULD  00196013
                PAY ATTENTION TO THE LINES OF ARGUMENT, THE PERSONAL       00196014
                EMPHASIS IN THE WRITING, THE WRITERS CONCLUSIONS AND      00196015
                EXPLANATIONS OF HIS CONCLUSIONS,  NO SECONDARY WORK ON     00196016
                INTRODUCTARY PASSAGES SHOULD BE READ WITH THIS             00196017
                ASSIGNMENT,                                                00196018
*SETTING        INDEPENDENT,  COLLEGE                                      00196010
*MATERIALS      BLANK                                                      00196005
*LEVEL          ALL GRADES                                                 00196008
*GENERAL        ALL CANDIDATES                                             00196007
*HOURS          3                                                          00196006
*EVALUATION     STUDENT, ON HIS OWN, SHOULD RECITE THE METHODS OF INQUIRY,00196026
                TECHNEQUES AND PROCEDURES USED BY DESCARTES; RECITE HIS    00196027
                ARGUMENTS FOR EXISTENCE OF GOD,  DISCUSS THE DUALISM OF    00196028
                HIS SYSTEM AND RECALL DESCARTES PREREQUISITES FOR THE      00196029
                STUDY OF NATURE,                                           00196030
*FILE           PHILOSOPHY CASE STUDY  DESCARTES  DESCARTES                00196009
```

```
*OBJECTIVES     TO FAMILIARIZE THE STUDENT WITH THE METHODOLOGY OF         00197024
                PHILOSOPHICAL ARGUMENTS, AND, SPECIFICALLY, THE CATEGORY   00197025
                OF CARTESIAN, PHILOSOPHY THROUGH THE PRIMARY SOURCES AND 00197026
                BY CLASS PARTICIPATION,                                    00197027
*PREREQUISITE   MODULE 196                                                 00197028
*EXPERIENCE     INSTRUCTOR SHOULD INAUGURATE THIS TWO PERIOD DISCUSSION BY00197011
                RECITERATING KARL JASPERS OBSERVATIONS ON THE DEFINITION, 00197012
                PURPOSE AND ROLE OF PILOSOPHY,  RELATE THEN POINTS TO      00197013
                JASPERS COMMENTS ON DESCARTES AS HE (JASPERS) NOTES THE    00197014
                SOURCES OF PHILOSOPHY,  AFTER EVALUATION THE STUDENTS     00197015
                LEVEL OF COMPREHENDING THE DISCUSE ON METHOD, THE          00197016
                INSTRUCTOR SHOULD CONTINUE THE DISCUSSION ON THE DOCUMENT 00197017
                AS, (1) A TESTIMONY TO ONE PERSON≠S SEARCH FOR THE TRUTH 00197018
                THROUGH PHILOSOPHY; (2) AN EXAMPLE OF A BASIC SOURCE WORD 00197019
                IN THE EVOLUTION OF INTELLECTUAL HISTORY; (3) AN EXAMPLE  00197020
                OF THE HUMAN STRIVING TO UNDERSTAND HIMSELF AND HIS WORLD 00197021
                THROUGH PHILOSOPHY; (4) TIE IN THE STUDY OF PHILOSOPHY,   00197022
                WITH DESCARTES AS A CASE STUDY, TO THE HUMANITIES,         00197023
*SETTING        SMALL GROUP (1-12 STUDENTS),  COLLEGE                      00197010
*MATERIALS      BLANK                                                      00197005
*LEVEL          ALL GRADES                                                 00197008
*GENERAL        ALL CANDIDATES                                             00197007
*HOURS          2                                                          00197006
*EVALUATION     CONSTRUCT, IN CLASS, THROUGH DISCUSSION THE CARTESIAN     00197029
                PHILOSOPHY THROUGH THE PRIMARY SOURCES AND BY              00197030
                SYSTEM (IE TECHNIQUES, PROCEDURES, PRINCIPLES, ARGUMENTS, 00197031
                GOALS),                                                    00197032
*FILE           PHILOSOPHY CASE STUDY  DESCARTES  DISCUSSION               00197009
```

```
*OBJECTIVES     TO ACQUAINT THE STUDENT WITH A SECONDARY ACCOUNT OF        00198015
                DESCARTES AND TO EMPHASIZE THE INFLUENCE OF CORTISIAN     00198016
                THOUGHT ON WESTERN INTELLECTUAL HISTORY,                   00198017
*PREREQUISITE   MODULES 196,197                                            00198018
```

```
*EXPERIENCE     READING IN BASIL WILLEY≠S THE SEVENTEENTH CENTURY        00198011
                BACKGROUND, THE PHILOSOPHICAL QUEST FOR TRUTH- DESCARTES  00198012
                (16PP,) IN PREPARATION FOR FORMAL LECTURE ON THE IMPART OF00198013
                DESCARTES SYSTEM ON LATER WESTERN INTELLECTUAL TRENDS,    00198014
*SETTING        INDEPENDENT,  COLLEGE                                     00198010
*MATERIALS      BLANK                                                     00198005
*LEVEL          ALL GRADES                                                00198008
*GENERAL        ALL CANDIDATES                                            00198007
*HOURS          1/2                                                       00198006
*EVALUATION     STUDENT ON HIS OWN, SHOULD LIST WILLEY≠S OBSERVATIONS ON  00198019
                THE INFLUENCE THAT DESCARTES EXERCISED OUR THE ISSUES OF  00198020
                THE OBJECTIVE AND THE SUBJECTIVE AND THE PHILOSOPHY≠S    00198021
                GENERAL IMPACT ON WERTERN INTELLECTUAL HISTORY.           00198022
*FILE           PHILOSOPHY CASE STUDY  DESCARTES  WILLEY                  00198009
```

```
*OBJECTIVES     TO SUMMERIZE THE MAIN POINTS OF THE CONTESIAN SYSTEM AND  00199019
                TO SURVEY THE IMPACT OF CANTESIAN THOUGHT ON INTELLECTUAL 00199020
                HISTORY.                                                  00199021
*MODULES 196,197,198                                                      00199022
*PREREQUISITE MODULES 196,197,198                                         00199023
*EXPERIENCE     INSTRUCTOR, IN FORMAL LECTURE, SHOULD SUMMARIZE THE MAIN  00199011
                POINTS OF THE CORTESIAN SYSTEM, THEN SURVEY THE INFLUENCE 00199012
                OF DESCARTES ON EUROPEAN THOUGHT AND POINT OUT THE        00199013
                SHORT COMINGS, WEAKNESSES AND CRITICISMS OF THE CARTESIAN 00199014
                SYSTEM AS IT RELATES TO THE EVOLUTION OF PHILOSOPHICAL    00199015
                STUDIES.  FINALLY, HE SHOULD RETURN TO THE THEME OF THE   00199016
                QUEST FOR TRUTH THROUGH PHILOSOPHY AND HOW PHILOSOPHY IS A00199017
                PART OF THE HUMANITIES.                                   00199018
*SETTING        LARGE GROUP,  COLLEGE                                     00199010
*MATERIALS      BLANK                                                     00199005
*LEVEL          ALL GRADES                                                00199008
*GENERAL        ALL CANDIDATES                                            00199007
*HOURS          1                                                         00199006
*EVALUATION     TO COMPARE AND CONSTRAST THE LECTURER≠S IDEAS WITH        00199024
                WILLEY≠S OBSERVATIONS. TO BE DONE BY STUDENT ON HIS OWN, 00199025
*FILE           PHILOSOPHY CASE STUDY  DESCARTES  LECTURE                 00199009
```

```
*OBJECTIVES     TO PROVIDE A BASES FOR FUTURE DISCUSSIONS, FORMAL LECTURES00200017
                AND WRITTEN ASSIGNMENTS-THE RELIGION CASE STUDY AND TO    00200018
                SUPPLY SPECIFIC INFORMATION ON THE LIFE OF MOHAMMED THE  00200019
                BELIEFS AND PRACTICES OF ISLAM AND TO ACQUAINT THE STUDENT00200020
                WITH THE HISTORICAL AND CULTURAL CAUSES FOR THE RISE OF   00200021
                ISLAM,                                                    00200022
*PREREQUISITE NONE                                                        00200023
*EXPERIENCE    READING THE BIOGRAPHY OF MOHAMMD BY ANDRAE (190PP,) IN    00200011
                PREPARATION FOR WEEK≠S WORD ON THE RELIGION CASE STUDY:   00200013
                ISLAM,  STUDENT SHOULD NOTE ESPECIALLY THE SPECIFIC FACTS 00200014
                OF MOHAMMD≠S LIFE (DATES, EVENTS, PERSONS), AND THE BASIC00200015
                BELIEFS, PRACTICES AND CEREMONIES OF ISLAM,               00200016
*SETTING        INDEPENDENT,  COLLEGE                                     00200010
*MATERIALS      BLANK                                                     00200005
*LEVEL          ALL GRADES                                                00200008
*GENERAL        ALL CANDIDATES                                            00200007
*HOURS          4                                                         00200006
*EVALUATION     ON HIS OWN STUDENT LISTS THE IMPORTANT DATES AND EVENTS IN00200024
                MOHAMMED≠S LIFE, IDENTIFY BASIC BELIEFS AND PRACTICES,   0200025
                LATER, INSTRUCTOR SHOULD ASK STUDENT ABOUT THIS READING   00200026
                ASSIGNMENT IN DISCUSSION GROUPS,                          00200027
*FILE           RELIGION CASE STUDY ISLAM TOR ANDRAE                     0020009
```

```
*OBJECTIVES     TO RELATE THE MODULE 200 TO THE TEACHER≠S EXPLANATIONS OF00201015
                WHY AND HOW ISLAM ROSE AS A RELIGION,                    00201016
*PREREQUISITE   MODULE 200                                               00201017
*EXPERIENCE     INSTRUCTOR, IS FORMAL LECTURE, SHOULD ELABORATE ON THE   00201011
                HISTORICAL AND CULTURAL SETTING AND BACKGROUND OF ARABIAN 00201012
                PENNISULA TO THE LIFE AND TIMES OF MOHAMMED,  HE SHOULD  00201013
                RECOGNIZE THE DIFFERANT INTERPRETATIONS AND EXPLANATIONS, 00201014
*SETTING        LARGE GROUP,  COLLEGE                                    00201010
*MATERIALS      BLANK                                                    00201005
*LEVEL          ALL GRADES                                               00201008
*GENERAL        ALL CANDIDATES                                           00201007
*HOURS          1                                                        00201006
*EVALUATION     COMPARE AND CONTRAST THE TEACHER≠S EXPLANATIONS OF ISLAM,00201018
                HIS INTERPRETATION OF MOHAMMED AND HIS OBSERVATIONS ON   00201019
                ARAB CULTURE TO THAT OF THE ASSIGNMENT IN MODULE 200,  TO 00201020
                BE DONE BY STUDENT ON HIS OWN,                           00201021
*FILE           RELIGION CASE STUDY  ISLAM  LECTURE                      00201009
```

```
*OBJECTIVES     TO FURTHER THE EXAMINATIONS OF ISLAM AND TO GAIN         00202016
                ADDITIONAL INFORMATION ON THE LIFE OF MOHAMMD; TO        00202017
                ACQUAINT THE STUDENT WITH THE RELATIONSHIPS OF HISTORICAL 00202018
                AND CULTURAL INFLUENCES TO THE RISE OF A RELIGION AND TO 00202019
                THE INDIVIDUALS DESIRE TO SEEK EXPLANATION OF THE UNKNOWN00202020
                AND TO ASK WHICH OF THE TWO ARE MORE IMPORTANT,          00202021
*PREREQUISITE   MODULES 200,201                                          00202022
*EXPERIENCE     DISCUSSION OF THE LIFE OF MOHAMMD, HIS PERSONALITY,      00202011
                TRAVALS, EXPERIENCES AS THEY EFFECTED HIS IDEAS AND      00202012
                HELPED FORMULATE HIS CONCEPT OF GOD AND AIDED IN THE     00202013
                ESTABLISHMENT OF ISLAM,  NOTE THE ORIGINAL CONTRIBUTIONS 00202014
                THAT ISLAM MAKES TO THE GENERAL FIELD OF RELIGION,       00202015
*SETTING        SMALL GROUP (1-12 STUDENTS),  COLLEGE                    00202010
*MATERIALS      BLANK                                                    00202005
*LEVEL          ALL GRADES                                               00202008
*GENERAL        ALL CANDIDATES                                           00202007
*HOURS          1                                                        00202006
*EVALUATION     ASK THE STUDENT, IN DISCUSSION GROUP, TO IDENTIFY THE    00202023
                BASIC AND MOST IMPORTANT INFLUENCES AND EVENTS ON MOHAMMED00202024
                COMPARE AND CONTRAST THE POINTS FROM THE FORMAL LECTURE  00202025
                WITH THOSE THAT THE STUDENT HAS ACQUIRED FROM HIS READING 00202026
                ASSIGNMENT (MODULE 200),                                 00202027
*FILE           RELIGION CASE STUDY  ISLAM  DISCUSSION                   00202009
```

```
*OBJECTIVES     TO ACQUAINT THE STUDENT WITH PRIMARY SOURCES FROM THE    00203016
                KORAN AND TO INTRODUCE HIM TO SOME OF THE PARABLES,      00203017
                STORIES, BELIEFS AND PRACTICES OF THE MUSLIM,            00203018
*PREREQUISITE   MODULES 200,201,202                                      00203019
*EXPERIENCE     READING SELECTED PASSAGES FROM THE KORAN (TRANSLATION BY 00203011
                A.J, ARBERRY) TO ILLUSTRATE OBSERVATIONS AND POINTS      00203012
                EMPHASIZED IN FORMAL LECTURE AND IN DISCUSSION GROUP,    00203013
                STUDENT SHOULD PAY ATTENTION TO THE RELATIONSHIP OF      00203014
                PRIMARY SOURCES TO SECONDARY EXPLANATIONS,               00203015
*SETTING        INDEPENDENT,  COLLEGE                                    00203010
*MATERIALS      BLANK                                                    00203005
*LEVEL          ALL GRADES                                               00203008
*GENERAL        ALL CANDIDATES                                           00203007
*HOURS          1/2                                                      00203006
*EVALUATION     STUDENT, ON HIS OWN, SHOULD RECITE AND LIST THE PARABLES, 00203020
```

```
                STORIES, DECREES AND PRACTICES FROM THE KORAN,             00203021
*FILE           RELIGION CASE STUDY  ISLAM  KORAN                          00203009
```

```
*OBJECTIVES     TO ALLOW THE STUDENT TO SEE THE RELATIONSHIP BETWEEN       00204021
                PRIMARY AND SECONDARY SOURCES; TO MAKE COMPARISONS BETWEEN00204022
                THE KORAN AND OTHER RELIGIONS DOCUMENTS, TO PLACE RELIGION00204023
                AND THE STUDY OF RELIGION INTO THE BROADER VIEW OF THE     00204024
                HUMANITIES,                                                00204025
*PREREQUISITE MODULES 200,201,202,203                                      00204026
*EXPERIENCE     INSTRUCTOR SHOULD CONTINUE THE DISCUSSION FROM PREVIOUS    00204012
                PERIOD (MODULE 202) AND RELATE PREVIOUS DISCUSSION AND     00204013
                READINGS TO SELECTIONS FOR THE KORAN, HE SHOULD, AT END    00204014
                OF PERIOD, SUMMARIZE THE BASIC FINDINGS AND POINTS IN THE00204015
                CASE STUDY AND RELATE THESE TO THE BROADER PICTURE OF      00204016
                COMPARATIVE RELIGIONS STUDIES AND TO THE FRAMEWORK OF HOW 00204017
                AND WHY RELIGION OR THE STUDY OF RELIGION IS PART OF      00204018
                THE HUMANITIES AND REFER BACK TO TENPLES ARTICLE ON       00204019
                RELIGION,                                                  00204020
*SETTING        SMALL GROUP (1-12 STUDENTS)                                00204010
*MATERIALS      BLANK                                                      00204005
*LEVEL          ALL GRADES                                                 00204008
*GENERAL        ALL CANDIDATES                                             00204007
*HOURS          1                                                          00204006
*EVALUATION     IN DISCUSSION GROUP, INSTRUCTOR SHOULD GET THE STUDENT TO 00204027
                COMPARE AND CONTRAST SELECTIONS FROM THE KORAN WITH        00204028
                SECONDARY ACCOUNTS AND FORMAL LECTURE; DIFFERENTIATE       00204029
                BETWEEN FACT AND MYTHOLOGY IN THE RISE OF ISLAMIC BELIEFS,00204030
                PRACTICES AND PRINCIPLES,                                  00204031
*FILE           RELIGION CASE STUDY  ISLAM  DISCUSSION                     00204009
```

```
*OBJECTIVES     TO EXPLAIN AND TO DESCRIBE SOME ASPECT OF ISLAM; TO RECALL00205019
                MAJOR GENERALIZATIONS AND MAJOR THEORIES ABOUT ISLAM AND   00205020
                THE LIFE OF MOHANNED BASED ON INDEPENDENT RESEARCH AND     00205021
                WRITING ON SOURCES OUTSIDE OF ASSIGNED MODULES 200+203     00205022
*PREREQUISITES MODULES 200,203 INDEPENDENT READING IN PRIMARY AND         00205023
*EXPERIENCE     WRITING EXERCISE OF FIVE (5) TYPED PAGES ON A TOPIC        00205011
                RELEVANT TO THE RELIGION CASE STUDY ON ISLAM,  TOPICS TO   00205012
                BE ASSIGNED BY THE PROFESSOR AT THE BEGINNING OF RELIGION  00205013
                CASE STUDY SECTION,  EXAMPLES MIGHT INCLUDE; A BRIEF       00205014
                BIOGRAPHY OF MOHAMMED≠S EARLY LIFE, ANALYSIS OF SOCIAL     00205015
                (OR POLITICAL) CLASSES IN MECCA,  IMPACT OF ISLAM ON       00205016
                BYZANTINE WORLD IN SEVENTH CENTURY,  EXPLANATIONS OF THE   00205017
                FIVE PILLARS OF FAITH,                                     00205018
*SETTING        INDEPENDENT,  COLLEGE                                      00205010
*MATERIALS      BLANK                                                      00205005
*LEVEL          ALL GRADES                                                 00205008
*GENERAL        ALL CANDIDATES                                             00205007
*HOURS          2                                                          00205006
EVALATION       RECITE THE BASIC FACTS ACQUIRED IN MODULES 200+203 AND     00205024
                COMPARE AND CONTRAST THIS INFORMATION TO INFORMATION       00205025
                GAINED IN INDEPENDENT RESEARCH,  WRITE THE INTERPRETATIONS00205026
                FROM DIFFERENT SOURCES,                                    00205027
*FILE           RELIGION CASE STUDY  ISLAM  COMPOSITION                    00205009
```

```
*OBJECTIVES     TO INTRODUCE THE STUDENT TO A CONTEMPORARY WRITER, WHO IS 00376022
                ALSO A NEGRO AND A SOCIAL CRITIC, VIEW A FILM,             00376023
*PREREQUISITE NONE                                                         00376024
*EXPERIENCE     VIEWING THE FILM THE NEGRO AND THE AMERICAN PROMISE        00376011
```

```
               (NET-TV 2100) IN PREPARTION FOR FUTURE DISCUSSIONS AND     00376012
               PAPERS, STUDENT SHOULD PAY SPECIAL ATTENTION TO THE        00376013
               POINTS OF VIEW OF ALL FOUR PARTICIPANTS, COMPARE AND       00376014
               CONTRAST BALDWIN≠S OPINIONS AND ATTITUDES, AS A WRITER AND00376015
               SOCIAL CRITIC, TO THOSE OF MALCOLM X, MARTIN LUTHER KING   00376016
               AND KENNETH CLARK AND RETAIN FACTS ON BALDWIN≠S LIFE AND   00376017
               EXPERIENCES, KEY QUESTIONS TO KEEP IN MIND! HOW DOES THE   00376018
               WRITER REFLECT HIS TIMES  WHAT IS THE CRITIC≠S             00376019
               RESPONSIBILITY TO HIMSELF AND HIS COMMUNITY  WHAT IS       00376020
               BALDWIN TRYING TO TELL US                                  00376021
*SETTING       LARGE GROUP, COLLEGE                                       00376010
*MATERIALS     BLANK                                                      00376005
*LEVEL         ALL GRADES                                                 00376008
*GENERAL       ALL CANDIDATES                                             00376007
*HOURS         1                                                          00376006
*EVALUATION    EVALUATION TO BE MADE IN ASSIGNED PAPER,                   00376025
*FILE          LITERATURE CASE STUDY  BALDWIN  FILMS                      00376009
```

```
*OBJECTIVES    TO INTRODUCE THE STUDENT TO THE PRIMARY SOURCES FOR THE    00377021
               LITERATIVE CASE STUDY AND TO PROVIDE A BASIS FOR FUTURE    00377022
               DISCUSSION AND PAPERS, TO ACQUAINT THE STUDENT WITH A      00377023
               COMTEMPORARY WRITER, HIS LIFE, ETHNIC AND INTELLECTUAL     00377024
               BACKGROUND AND WITH REPRESENTATIVE EXAMPLES OF HIS WORK    00377025
*PREREQUISITE  MODULE 376                                                 00377026
*EXPERIENCE    READINGS FROM THREE BOOKS BY BALDWIN, CLASS IS TO BE       00377011
               DIVIDED INTO THREE GROUPS, EQUAL IN NUMBER, AND EACH GROUP00377012
               WILL BE ASSIGNED ONE OF THE FOLLOWING BOOKS TO BE READ BY  00377013
               EACH STUDENT IN THAT SPECIFIC SECTION! ANOTHER COUNTRY,    00377014
               THE FIRE NEXT TIME AND NOBODY KNOWS MY NAME, STUDENT       00377015
               SHOULD PAY SPECIAL ATTENTION TO THE EXPERIENCES AND        00377016
               THEMES OF AUTHOR≠S LIFE, HIS LITERARY STYLE, MOODS AND     00377017
               OPINIONS AND THE INFLUENCES ON BALDWIN AND HIS IMPACT,     00377018
               STUDENT SHOULD COMPARE AND CONSTRAST THE WRITINGS TO THE   00377019
               COMMENTS BY BALDWIN IN THE FILM,                           00377020
*SETTING       INDEPENDENT, COLLEGE                                       00377010
*MATERIALS     BLANK                                                      00377005
*LEVEL         ALL GRADES                                                 00377008
*GENERAL       ALL CANDIDATES                                             00377007
*HOURS         2-3                                                        00377006
*EVALUATION    EVALUATION TO BE MADE IN ASSIGNED PAPERS                   00377027
*FILE          LITERATIVE CASE STUDY  BALDWIN  READINGS                   00377009
```

```
*OBJECTIVES    TO DISCUSS THE BOOK AS A LITERARY EXPRESSION AND AS A TOOL00378018
               FOR SOCIAL CRITICISM,                                      00378019
*PREREQUISITE  MODULES 376,377                                            00378020
*EXPERIENCE    DISCUSSING THE ASSIGNED BOOK AND FILM OF THE BASIC         00378011
               QUESTION RAISED IN LITERATURE CASE STUDY PAYING SPECIFIC   00378012
               ATTENTION TO THE WORK AS LITERARY DEVICES AND AS           00378013
               COMMENTARIES ON THE PLIGHT OF THE HUMAN WHO ASK WHO AM I   00378014
               PROFESSOR SHOULD RELATE BALDWINS TECHNIQUES TO PAST        00378015
               CLASS DISCUSSIONS ON LITERATURE AND ITS FORMS OF           00378016
               EXPRESSION,                                                00378017
*SETTING       SMALL GROUP (1-12 STUDENTS), COLLEGE                       00378010
*MATERIALS     BLANK                                                      00378005
*LEVEL         ALL GRADES                                                 00378008
*GENERAL       ALL CANDIDATES                                             00378007
*HOURS         1                                                          00378006
*EVALUATION    EVALUATION TO BE MADE IN ASSIGNED PAPER,                   00378021
*FILE          LITERATURE  CASE STUDY  BALDWIN DISCUSSION                 00378009
```

```
*OBJECTIVES     TO MAKE SPECIFIC REFERENCES BY THE WRITTEN WORD, TO         00379014
                LITERARY MATERIAL AND TO TRANSFER THESE EXPERIENCE INTO     00379015
                THE THOUGHTS AND WORDS OF THE STUDENT,                      00379016
*PREREQUISITE MODULES 376,377,378  ADDITIONAL READINGS BY BALDWIN OR        00379017
                SECONDARY WORK ON HIM REVIEWS OF BOOK IN PREPARATION FOR    00379018
                THE PAPER, EACH STUDENT IS TO BASE HIS PAPER ON THE WORK 00379019
                HE READ IN HIS GROUP,                                        00379020
*EXPERIENCE     WRITING A PAPER (APPROXIMATELY 2,000 WORDS) CONSIDERING     00379011
                THE QUESTIONS RAISED IN MODULE 377 PLUS ASKING HIMSELF;     00379012
                WHAT DOES THE WRITER TELL ME ABOUT MYSELF                   00379013
*SETTING        INDEPENDENT,  COLLEGE                                       00379010
*MATERIALS      BLANK                                                       00379005
*LEVEL          ALL GRADES                                                  00379008
*GENERAL        ALL CANDIDATES                                              00379007
*HOURS          4                                                           00379006
*EVALUATION     TO TEST THE STUDENT FOR IDENTIFICATION OF THEMES, STYLE,    00379021
                MOOD, CONCEPTS, VALUES, VIEWS, SPECIFIC PARTS               00379022
                (AUTOBIOGRAPHICAL INFORMATION EXPERIENCES),  TO DISPLAY     00379023
                KNOWLEDGE OF AQUIRED INFORMATION AND TO OFFER OPINIONS AND00379024
                PERSONAL INTERPRETATIONS ON THE WRITER AND HIS WORKS,       00379025
*FILE           LITERATURE CASE STUDY  BALDWIN  COMPOSITION                 00379009
```

```
*OBJECTIVES     TO SUMMARIZE THE CASE STUDY≠S ORIGINAL PURPOSE AND GOALS    00380014
                AND TO RE-EXAMINE THE QUESTIONS RAISED AT BEGINNING OF      00380015
                THE CASE STUDY ON JAMES BALDWIN,                            00380016
*PREREQUISITE MODULES 376,377,378,379                                       00380017
*EXPERIENCE     DISCUSSING AND SUMMARIZING OF BASIC QUESTIONS RAISED IN     00380011
                LITERATURE CASE STUDY FILM AND READINGS BY THE READING OF 00380012
                SOME OF THE PAPERS SELECTED FROM MODULE 379,                00380013
*SETTING        SMALL GROUP (1-12 STUDENTS),  COLLEGE                       00380010
*MATERIALS      BLANK                                                       00380005
*LEVEL          ALL GRADES                                                  00380008
*GENERAL        ALL CANDIDATES                                              00380007
*HOURS          1                                                           00380006
*EVALUATION     ASK THE STUDENTS TO READ AND TO VERBALIZE THEIR IDEAS AND 00380018
                RESEARCH BASED ON WRITTEN PAPERS,                           00380019
*FILE           LITERATURE CASE STUDY  BALDWIN  DISCUSSION                  00380009
```

```
*OBJECTIVES     TO INTRODUCE THE STUDENT TO THE ART CASE STUDY AND TO       00381019
                PROVIDE A BASES FOR FUTURE DISCUSSIONS, PAPERS AND          00381020
                VIEWING OF THE ARTIST≠S WORKS,  TO ACQUAINT THE STUDENT     00381021
                WITH A CONTEMPORARY ARTIST, HIS FAMILY, ETHNIC AND         00381022
                ARTISTIC ORIGINS AND WITH REPRESENTATION EXAMPLE OF HIS    00381023
                WORK,                                                       00381024
*PREREQUISITE NONE                                                          00381025
*EXPERIENCE     READINGS FROM ONE OR SEVERAL BOOKS ON PICASSO (IE,          00381011
                LOS ANGELES COUNTY MUSEUM PICASSO, 60 YEARS OF GRAPHIC     00381012
                WORKS, PENROSE, THE SCULPTURE OF PICASSO, SABARTES         00381013
                PICASSO, AN INTIMATE PORTRAIT) IN PREPARATION FOR WEEKS    00381014
                WORK ON THE ART CASE STUDY; PICASSO,  STUDENT SHOULD PAY    00381015
                STUDENT SHOULD KEEP IN MIND  HOW DOES THE ARTIST REFLECT 00382016
                WORK, HIS STYLES, PERIODS, MATERIALS, EXHIBITIONS AND THE 00381017
                INFLUENCES ON AND THE IMPACT OF PICASSO,                   00381018
*SETTING        INDEPENDENT,  COLLEGE                                       00381010
*MATERIALS      BLANK                                                       00381005
*LEVEL          ALL GRADES                                                  00381008
*GENERAL        ALL CANDIDATES                                              00381007
```

```
*HOURS         2                                                          00381006
*EVALUATION    EVALUATION TO BE MADE IN ASSIGNED PAPER,                   00381026
*FILE          ART CASE STUDY  PICECCO  READINGS                          00381009
```

```
*OBJECTIVES    TO INTRODUCE THE STUDENT TO A CONTEMPORARY ARTIST VIA A    00382021
               FILM,                                                      00382022
*PREREQUISITE  MODULE 381                                                 00382023
*EXPERIENCE    VIEWING THE FILM PICASSO (50 MIN BY CONTEMPORARY FILMS INC00382011
               IN PREPARTION FOR FUTURE DISCUSSIONS AND PAPERS,  STUDENT  00382012
               SHOULD PAY SPECIAL ATTENTION TO INTERPRETATION AND FACTS   00382013
               ABOUT PICASSO AS A MAN AND AS AN ARTIST, NOTE HIS WORK,    00382014
               TECHNIQUE AND MANNER OF LIVING,  KEY QUESTIONS THAT THE    00382015
               STUDETN SHOULD KEEP IN MIND: HOW DOES THE ARTIST REFLECT   00382016
               THE TIME IN WHICH HE LIVES  HOW DOES THE ARTIST HELP SHAPE00382017
               THE TIME IN WHICH HE LIVES  TO THE ARTIST NECESSARY  IS    00382018
               THE ARTIST A MODEL FOR EMULATION  DOES THE ARTIST HAVE A   00382019
               RESPONSIBILITY TO THE COMMUNITY, AND IF SO WHAT IS IT      00382020
*SETTING       LARGE GROUP,  COLLEGE                                      00382010
*MATERIALS     BLANK                                                      00382005
*LEVEL         ALL GRADES                                                 00382008
*GENERAL       ALL CANDIDATES                                             00382007
*HOURS         1                                                          00382006
*EVALUATION    EVALUATION TO BE MADE IN ASSIGENED PAPER,                  00382024
*FILE          ART CASE STUDY  PICASSO  FILM                              00382009
```

```
*OBJECTIVES    TO GAIN ADDITIONAL INFORMATION AND INSIGHT INTO THE LIFE   00383014
               AND WORK OF PICASSO SO THAT THE STUDENT MIGHT BEGIN TO     00383015
               ASSES THE IMPACT OF THE ARTIST ON THE ARTS AND CULTURE OF00383016
               THE CONTEMPORARY EPOCH,                                    00383017
*PREREQUISITE  MODULES 381,382                                            00383018
*EXPERIENCE    LISTENING TO LECTURE AND VIEWING SLIDES ON PICASSO≠S WORKS00383011
               WITH PARTICULAR EMPHASIS ON AND EXAMPLES OF HIS STYLES,    00383012
               PERIODS, MATERIALS EXHIBITIONS,                            00383013
*SETTING       LARGE GROUP,  COLLEGE                                      00383010
*MATERIALS     BLANK                                                      00383005
*LEVEL         ALL GRADES                                                 00383008
*GENERAL       ALL CANDIDATES                                             00383007
*HOURS         1                                                          00383006
*EVALUATION    EVALUATION TO BE MADE IN ASSIGNED PAPER,                   00383019
*FILE          ART CASE STUDY  PICASSO  LECTURE                           00383009
```

```
*OBJECTIVES    TO ACQUAINT THE STUDENT WITH NEW WORKS AND TO REVIEW THE   00384019
               STUDENT OF PREVIOUS WORKS IN PREPARATION FOR WRITING THE   00384020
               ASSIGNED PAPER,                                            00384021
*PREREQUISITE  MODULES 381,382,383                                        00384022
*EXPERIENCE    VIEWING OF SLIDES, PRIOR TO WRITING OF PAPER FOR MODULE    00384011
               380, IN ORDER THAT SPECIFIC IDEAS AND CONCEPTS MIGHT BE    00384012
               BROUGHT MORE CLEARLY INTO FOCUS-ALSO, STUDENT REVIEWS     00384013
               SOME OF PICASSO≠S MAJOR CONTRIBUTIONS AND LISTENS TO A     00384014
               TAPED NARRATION IN CONJUNCTION WITH THE SLIDE SHOWING,     00384015
               HE SHOULD KEEP IN MIND THE QUESTIONS RAISED PREVIOUSLY AS 00384016
               TO THE ROLE OF THE ARTIST, HIS CONTRIBUTIONS AND IMPACT   00384017
               AND THE INFLUENCES ON THE ARTIST,                          00384018
*SETTING       INDEPENDENT,  COLLEGE                                      00384010
*MATERIALS     TAPED NARRATIVE, SLIDES AND PROJECTOR                      00384005
*LEVEL         ALL GRADES                                                 00384008
*GENERAL       ALL CANDIDATES                                             00384007
*HOURS         1                                                          00384006
```

```
*EVALUATION    EVALUATION TO BE MADE IN ASSIGNED PAPER,                00384023
*FILE          ART CASE STUDY  PICASSO  SLIDES                         00384009

*OBJECTIVES    TO MAKE SPECIFIC REFERENCES, BY THE WRITTEN WORD, TO     00385016
               LITERARY AND PICTORICAL MATERIALS AND TO TRANSFER THESE  00385017
               EXPERIENCES INTO THE GHOUGHTS AND WORDS OF THE STUDENT,  00385018
*PREREQUISITE  MODULES 381,382,383,384  ADDITIONAL READINGS FROM        00385019
               SECONDARY WORKS ON PICASSO,                              00385020
*EXPERIENCE    WRITING A PAPER (APPROXIMATELY 2,000 WORDS) CONSIDERING  00385011
               THE QUESTIONS RAISED IN MODULE 376 PLUS OTHER QUESTIONS: 00385012
               HOW DOES THE ARTIST CHOOSE AND BUILD WITH MATERIALS-  HOW 00385013
               DOES THE ARTIST BUILD ON THE PAST-  WHAT DOES THE ARTIST 00385014
               TELL ME ABOUT ME-                                        00385015
*SETTING       INDEPENDENT,  COLLEGE                                    00385010
*MATERIALS     BLANK                                                    00385005
*LEVEL         ALL GRADES                                               00385008
*GENERAL       ALL CANDIDATES                                           00385007
*HOURS         6-8                                                      00385006
*EVALUATION    TO TEST THE STUDENT FOR IDENTIFICATION OF TERMS, CONCEPTS,00385021
               SPECIFIC FACTS(NAMES OF WORK OF ART, DATES OF PRODUCTION),00385022
               TO EXHIBIT KNOWLEDGE OF ARTISTER FORMS, CONVENTIONS,     00385023
               CATEGORIES AND TO JUDGE OPINIONS, INTERPRETATIONS AND    00385024
               SCHOOLS OF THOUGHT ON THE TOPIC,                         00385025
*FILE          ART CASE STUDY  PICASSO  COMPOSITION                     00385009

*OBJECTIVES    TO SUMMARIZE THE WEEKS WORK RELATIVE TO THE ROIGINAL     00386015
               QUESTIONS RAISED AND OBJECTIVES SET FORTH AT BEGINNING OF 00386016
               THE ART CASE STUDY IN PICASSO                            00386017
*PREREQUISITE  MODULES 381,382,383,384,385                              00386018
*EXPERIENCE    DISCUSSING AND SUMMARIZING OF THE BASIC QUESTIONS RAISED 00386011
               IN ART CASE STUDY LECTURES AND READINGS BY STUDENTS AND  00386012
               LECTUROR THROGH THE READING OF SOME OF THE PAPERS SELECTED00386013
               FROM MODULE 380,                                         00386014
*SETTING       SMALL GROUP (1-12 STUDENTS),  COLLEGE                    00386010
*MATERIALS     BLANK                                                    00386005
*LEVEL         ALL GRADES                                               00386008
*GENERAL       ALL CANDIDATES                                           00386007
*HOURS         1                                                        00386006
*EVALUATION    ASK THE STUDENTS TO READ AND TO VERBALIZE THEIR IDEAS AND 00386019
               RESEARCH BASED ON WRITTEN PAPERS,  A MULTIPLE CHOICE TEST 00386020
               MAY BE USED TO EVALUATE THE STUDENT≠S GROUP OF SPECIFIC  00386021
               WORKS, PRODUCTIVE TECHNIQUES, ART AND CULTURAL CONCEPTS  00386022
               DEALT WITH THE MODULE OF THE ART CASE STUDY,             00386023
*FILE          ART CASE STUDY  PICASSO  DISCUSSION                      00386009
```

HUMANITIES I LITERATURE

OVERVIEW

Without pretending to be a composition course, or a literature course, or a nature of languages course, or a "creative" writing course, this seven weeks section of Humanities I is designed to allow the student to explore some of the potential of the written word. Some basic principles and disciplines of several modes of writing are examined and discussed and then experimented with by the student. In addition he is asked to investigate the practice of contemporary writers in each of the areas discussed.

Each student will keep a journal (not a diary) in which he records where his mind has been lately, his reactions to the literature he reads for those experiences, and his otherwise unsubmitted experiements with the different modes of writing he reads and reads about.

The different modes of writing to be examined include description, narration, characterization, exposition, and poetry. Needless to say, the purpose is not to "train" students in these modes, but to expose them to some of the ways language is manipulated within different kinds of writing and to allow them to experiment with those manipulations themselves. The minimum benefit should be that the student will become sensitive to some of the techniques writers use to achieve a desired effect, and hopefully he will become aware that if his own writing is to have impact he must manipulate the language in such a way that that impact is realized. Additionally, the student will at least have read some samples of contemporary literature.

The basic reading includes Sidney Cox's little book Indirections, John Ciardi's excellent chapter "The Words of Poetry" in his How Does A Poem Mean? selections from Loren Eiseley's The Immense Journey, and Brewster Ghiselin's The Creative Process. In addition the student will be expected to do a substantial amount of reading from contemporary writers. An anthology such as A Controversy of Poets edited by Paris Leary and Robert Kelley, the current number of the quarterly New American Review and the annual Best Short Stories of 19-- edited by Martha Foley and David Burnett are readily available sources, although any of the better literary reviews would probably serve just as well. Students should be encouraged to seek out the works of writers who appeal to them rather than be given specific assignments. Journal entries should reflect among other things the reading the student does; additionally, the student will submit at the end of the seven weeks a bibliography of everything he has read in connection with the component.

One technique which is strongly recommended is allowing students to read and criticize the efforts of their classmates.

BIBLIOGRAPHY

Allen, Walter, Writers on Writing.

Burhans, Clinton, The Would-be Writer.

*Cassill, R. V. Writing Fiction.

*Ciardi, John. How Does a Poem Mean?

*Cox, Signey, Indirections.

*Eiseley, Loren, The Immense Journey.

*Foley, Martha, and David Burnett, eds. The Best Short Stories of 19-- (current volume)

*Ghiselin, Brewster, ed. The Creative Process.

Guerard, Albert J., et. al., eds. The Personal Voice.

Hamilton, Carson C. The Disciplines of Writing.

*Hemingway, Ernest. The Short Stories of Ernest Hemingway

*Henderson, Harold G. Introduction to Haifu.

*Leary, Paris, and Robert Kelley. A Controversy of Poets.

*Mailer, Norman. The Short Fiction of Norman Mailer.

Morgan, Fred. Here and Now.

New American Review, current number.

*Updike, John. Pigeon Feathers, The Same Door, The Music School, Olinger Stories.

*Specifically mentioned in modules or introduction.

```
*OBJECTIVES    ACQUAINT STUDENT WITH NATURE OF COURSE, AS WELL AS BOOKS  01691 16
               TO BE USED AND ASSIGNMENTS TO BE REQUIRED                 01691 17
*PREREQUISITE  NONE                                                      01691 18
*EXPERIENCE    STUDENT LISTENS TO INTRODUCTORY LECTURE RELATING SEVEN    01691 11
               WEEK ENGLISH SECTION TO PURPOSE OF HUMANITIES 1, ALSO     01691 12
               DISCUSSED IN PURPOSE AND OUTLINE OF COURSE ≥SEE           01691 13
               INTRODUCTION+,  RATIONALE FOR KEEPING OF JOURNAL ALSO     01691 14
               DISCUSSED,                                                01691 15
*SETTING       LARGE GROUP  COLLEGE                                      01691 10
*MATERIALS     BLANK                                                     01691  5
*LEVEL         ALL GRADES                                                01691  8
*GENERAL       ALL CANDIDATES                                            01691  7
*HOURS         1                                                         01691  6
*EVALUATION    BLANK                                                     01691 19
*FILE          ENGLISH  HUMANITIES  INTRODUCTION                         01691  9
```

```
*OBJECTIVES    STUDENT WILL BE ABLE TO IDENTIFY SOME OF THE MANY          01692 21
               CONNOTATIVE VALUES OF THE WORDS IN THE POEM ≥LITERATURE+,  01692 22
               AND HE WILL BE ACQUAINTED WITH SOME SPECIFIC USE OF THESE  01692 23
               VALUES IN THE POETRY OF MILTON AND KEATS,                  01692 24
*PREREQUISITE  BLANK                                                      01692 25
*EXPERIENCE    STUDENT READS [THE WORDS OF POETRY[ IN JOHN CIARDI≤S HOW   01692 11
               DOES A POEM MEAN^ WHICH DISCUSSES 1, A WORD IS A FEELING,  01692 12
               2, A WORD INVOLVES MUSCLES, 3, A WORD IS HISTORY, 4, A     01692 13
               WORD IS A PICTURE, AND THE USE OF THE WORD IN THE POEM AND01692 14
               THE PHRASE AS A FORM,  IN THE SECOND HALF OF THE CHAPTER   01692 15
               CIARDI DISCUSSES 1, A SENSE OF THE WHOLE LANGUAGE STIRRING01692 16
               2, LANGUAGE AND DICTION, 3, A POEM IS A MACHINE FOR MAKING01692 17
               CHOICE, 4, THE LANGUAGE OF GOOD POETRY IS ACTIVE, 5, THE   01692 18
               LANGUAGE OF GOOD POETRY IS EXACT, AND 7, SOME NOTES ON     01692 19
               ADJECTIVES                                                 01692 20
*SETTING       INDEPENDENT  COLLEGE                                       01692 10
*MATERIALS     BLANK                                                      01692  5
*LEVEL         ALL GRADES                                                 01692  8
*GENERAL       ALL CANDIDATES                                             01692  7
*HOURS         1 1/2                                                      01692  6
*EVALUATION    THE STUDENTS ABILITY IN CLASS DISCUSSION, JOURNAL ENTRIES  01692 26
               AND WRITING ASSIGNMENTS TO IDENTIFY AND USE THE            01692 27
               CONNOTATIVE VALUES OF WORDS,                               01692 28
*FILE          WORDS  ENGLISH  LITERATURE                                 01692  9
```

```
*OBJECTIVES    STUDENT WILL BE ACQUAINTED WITH ONE UNIQUE POETIC FORM     01693 18
               THROUGH WHICH HE CAN TEST CIANDI≤S STATEMENTS ABOUT THE    01693 19
               WORDS OF POETRY                                            01693 20
*PREREQUISITE  PREVIOUS MODULE 1692                                       01693 21
*EXPERIENCE    STUDENT LISTENS TO INSTRUCTOR READ SEVERAL HAIKU AND IN    01693 11
               CLASS DISCUSSION TRIES TO RELATE CIARDI≤S DISCUSSION OF    01693 12
               WORDS ≥MODULE 2A+ TO THE UNDERSTANDING OF HAIKU,  THE      01693 13
               INSTRUCTOR MAY THEN INTRODUCE SOME OF THE INDIVIDUALIZING  01693 14
               CHARACTERISTICS OF HAIKU AS OUTLINED IN HENDERSON*         01693 15
               ≥PP,1-18+ AND ILLUSTRATE THESE GENERALIZATIONS WITH MANY   01693 16
               EXAMPLES FROM HENDERSON≤S ANTHOLOGY                        01693 17
*SETTING       LARGE GROUP  COLLEGE                                       01693 10
```

```
*MATERIALS      * HAROLD G. HENDERSON, INSTRODUCTION TO HAIKU, DOUBLEDAY, 01693  5
                GARDEN CITY, N.Y., 1958, -FOR INSTRUCTOR≤S USE            01693
*LEVEL          ALL GRADES                                                01693  8
*GENERAL        ALL CANDIDATES                                            01693  7
*HOURS          1                                                         01693  6
*EVALUATION     -CLASS DISCUSSION -SUCCESSFUL COMPLETION OF MODULE 1694   01693 22
*FILE           HAIKU  POETRY  WORDS                                      01693  9
```

```
*OBJECTIVES     TO TEST THE STUDENT≤S UNDERSTANDING OF THE HAIKU FORM AND 01694 19
                TO PROVIDE HIM WITH THE EXPERIENCE OF CONSTRUCTING AN     01694 20
                ORIGINAL POEM,                                            01694 21
*PREREQUISITE   MODULE 1693                                               01694 22
*EXPERIENCE     STUDENT WRITES TWO ≥2↑ HAIKU KEEPING IN MIND THE FOLLOWING01694 11
                PRINCIPLES WHICH WILL HAVE BEEN DISCUSSED IN MODULE 2B;   01694 12
                1↑ A LIMIT OF 17 SYLLABLES IN 3 LINES, ARRANGED IN THE    01694 13
                REQUIRED 5-7-5 ORDER↓ 2↑ A WORD SUGGESTING THE SEASON↓    01694 14
                3↑ OBJECTIVITY↓ 4↑ A RECORD OF A MOMENT OF HIGH EMOTIONAL 01694 15
                RESPONSE↓ 5↑ MAN≤S PRESENCE IS NOT IMPOSED ON THE WORLD OF01694 16
                NATURE↓ 6↑ REALISM↓ 7↑ SUBTLETY↓ 8↑ AN ECONOMICAL USE OF  01694 17
                WORDS↓ AND 9↑ THE USE OF A SINGLE SHARP IMAGE,            01694 18
*SETTING        INDEPENDENT  COLLEGE                                      01694 10
*MATERIALS      BLANK                                                     01694  5
*LEVEL          ALL GRADES                                                01694  8
*GENERAL        ALL CANDIDATES                                            01694  7
*HOURS          1                                                         01694  6
*EVALUATION     NOT SO MUCH THE QUALITY OF THE HAIKU PRODUCED AS THE      01694 23
                SPIRIT OF THEM AND THEIR ADHERENCE TO THE PRINCIPLE LISTED01694 24
                IN THE MODULE                                             01694 25
*FILE           POETRY  WRITING  HAIKU                                    01694  9
```

```
*OBJECTIVES     TO ALLOW STUDENT TO ACQUAINT HIMSELF WITH DISCRIPTIVE     01695 16
                TECHNIQUE OF A FEW MODERN ESTABLISHED WRITERS,            01695 17
*PREREQUISITE   BLANK                                                     01695 18
*EXPERIENCE     STUDENTS READ SHORT STORY OR ESSAY ≥UPDIKE, STEINBECK,    01695 11
                HEMINGWAY, LOREN EISELEY↑ WHICH EMPLOYS HIGHLY DESCRIPTIVE01695 12
                WRITING, THEY WILL BE ESPECIALLY ALERT TO WRITER≤S        01695 13
                DESCRIPTIVE TECHNIQUE, ALSO STUDENT BEGINS READING        01695 14
                SIDNEY COX, INDIRECTIONS,                                 01695 15
*SETTING        INDEPENDENT  COLLEGE                                      01695 10
*MATERIALS      BLANK                                                     01695  5
*LEVEL          ALL GRADES                                                01695  8
*GENERAL        ALL CANDIDATES                                            01695  7
*HOURS          1 1/2                                                     01695  6
*EVALUATION     SEE MODULE 1696                                           01695 19
*FILE           DESCRIPTION  LITERATURE  SHORT STORY                      01695  9
```

```
*OBJECTIVES     TO DISCOVER SOME GENERALIZATIONS ABOUT THE TECHNIQUE OF   01696 18
                DESCRIPTIVE WRITING                                       01696 19
*PREREQUISITE   PREVIOUS MODULE 1695                                      01696 20
*EXPERIENCE     STUDENT PARTICIPATES IN CLASS DISCUSSION EXCHANGING       01696 11
                OBSERVATION ABOUT THE DESCRIPTIVE TECHNIQUE OF WRITERS    01696 12
                READ IN MODULE 4A AND ATTEMPTING TO MAKE GENERALIZATIONS  01696 13
                ABOUT THE FUNCTION AND TECHNIQUE OF DESCRIPTION, LISTENS  01696 14
                TO INSTRUCTOR≤S SUGGESTIONS ABOUT DESCRIPTION STRESSING   01696 15
                THE VALUE OF DETAILED AS OPPOSED TO GENERALIZED           01696 16
                DESCRIPTION, IMAGE AND METAPHOR, AND OBJECTIVITY,         01696 17
*SETTING        LARGE GROUP  COLLEGE                                      01696 10
*MATERIALS      BLANK                                                     01696  5
```

```
*LEVEL          ALL GRADES                                               01696  8
*GENERAL        ALL CANDIDATES                                           01696  7
*HOURS          1                                                        01696  6
*EVALUATION     SEE MODULE 1697                                          01696 21
*FILE           DESCRIPTION  LITERATURE  SHORT STORY                     01696  9
___________________________________________________________________________________

*OBJECTIVES     TO INCREASE STUDENTS ABILITY TO DESCRIBE A A SCENE IN SUCH01697 14
                A WAY THAT IT PRODUCES THE DESIRED EMOTIONAL EFFECT UPON 01697 15
                THE READER,                                              01697 16
*PREREQUISITE   PREVIOUS MODULES 1695, 1696                              01697 17
*EXPERIENCE     STUDENT WRITES 1-2 PAGE DESCRIPTION OF A SCENE MAKING AN 01697 11
                EFFORT TO FOLLOW THE GENERALIZATION ARRIVED AT IN MODULE 01697 12
                IN 1696                                                  01697 13
*SETTING        INDEPENDENT  COLLEGE                                     01697 10
*MATERIALS      BLANK                                                    01697  5
*LEVEL          ALL GRADES                                               01697  8
*GENERAL        ALL CANDIDATES                                           01697  7
*HOURS          2                                                        01697  6
*EVALUATION     SEE MODULE 1700                                          01697 18
*FILE           DESCRIPTION  WRITING  TECHNIQUE                          01697  9
___________________________________________________________________________________

*OBJECTIVES     TO EXTEND THE CONSIDERATION OF DESCRIPTIVE TECHNIQUE TO  01698 17
                CHARACTER DESCRIPTION AND TO DISCUSS INDIVIDUAL WRITING  01698 18
                PROBLEMS OF SOME STUDENTS,                               01698 19
*PREREQUISITE   PREVIOUS MODULES 1695, 1696, + 1697                      01698 20
*EXPERIENCE     ADDITIONAL DISCUSSION OF DESCRIPTION ESPECIALLY AS IT    01698 11
                APPLIES TO THE DESCRIPTION OF A PERSON,  SOME OF THE     01698 12
                NOTIONS OF SIDNEY COX ≥SEE MODULE 4A+ MIGHT ALSO BE      01698 13
                BROUGHT IN HERE ESPECIALLY AS THEY APPLY THE DIFFICULTIES 01698 14
                STUDENTS ENCOUNTER IN THEIR OWN WRITING AND JOURNAL      01698 15
                ENTRIES,                                                 01698 16
*SETTING        LARGE GROUP  COLLEGE                                     01698 10
*MATERIALS      BLANK                                                    01698  5
*LEVEL          ALL GRADES                                               01698  8
*GENERAL        ALL CANDIDATES                                           01698  7
*HOURS          1                                                        01698  6
*EVALUATION     STUDENT≤S PERFORMANCE IN SECOND DESCRIPTIVE PAPER ≥1701+ 01698 21
                WILL SERVE AS AN EVALUATION OF THIS MODULE,              01698 22
*FILE           DESCRIPTION  WRITING  LITERATURE                         01698  9
___________________________________________________________________________________

*OBJECTIVES     TO ALLOW STUDENT TO ACQUAINT HIMSELF WITH AND BE ABLE TO 01699 15
                IDENTIFY THE DESCRIPTIVE TECHNIQUES OF CONTEMPORARY      01699 16
                WRITERS                                                  01699 17
*PREREQUISITE   PREVIOUS MODULE 1698                                     01699 18
*EXPERIENCE     STUDENT EXAMINES CONTEMPORARY FICTIONAL PIECES OF HIS OWN 01699 11
                CHOOSING ≥SEE INTRODUCTION FOR POSSIBLE SOURCES+ NOTING  01699 12
                PARTICULARY WRITER≤S USE OF DESCRIPTION, ESPECIALLY      01699 13
                CHARACTER DESCRIPTION,                                   01699 14
*SETTING        INDEPENDENT  COLLEGE                                     01699 10
*MATERIALS      BLANK                                                    01699  5
*LEVEL          ALL GRADES                                               01699  8
*GENERAL        ALL CANDIDATES                                           01699  7
*HOURS          2                                                        01699  6
*EVALUATION     STUDENT MUST BE ABLE TO IDENTIFY 7 OUT OF 10 DESCRIPTIVE 01699 19
                TECHNIQUES                                               01699 20
*FILE           CONTEMPORARY FICTION  LITERATURE  DESCRIPTION            01699  9
___________________________________________________________________________________
```

```
*OBJECTIVES     TO EXPOSE STUDENTS TO THE EFFERTS OF HIS CLASSMATES,           01700 16
                DISCUSS MUTUAL DIFFICULTIES AND CRITICIZE THESE EFFORTS,       01700 17
                ALSO TO DETERMINE THE RELEVANCE OF WRITING [RULES[ TO          01700 18
                CONTEMPORARY PRACTICE,                                          01700 19
*PREREQUISITE PREVIOUS MODULES 1695 THROUGH 1699                                01700 20
*EXPERIENCE     STUDENT PARTICIPATES IN DISCUSSION AND CRITICISM OF SAMPLE01700 11
                STUDENT DESCRIPTIONS ≥MODULE 1697↑,  ALSO A DISCUSSION OF      01700 12
                THE RELEVANCE OF THE GENERALIZATIONS MADE ABOUT                 01700 13
                DESCRIPTIVE WRITING ≥MODULES 1696, 1698↑ TO CONTEMPORARY       01700 14
                WRITING                                                         01700 15
*SETTING        LARGE GROUP  COLLEGE                                            01700 10
*MATERIALS      BLANK                                                           01700  5
*LEVEL          ALL GRADES                                                      01700  8
*GENERAL        ALL CANDIDATES                                                  01700  7
*HOURS          1                                                               01700  6
*EVALUATION     THIS MODULE IS ITSELF AN ATTEMPT TO EVALUATE THE LAST FIVE01700 21
                MODULES.  STUDENTS≤ PERFORMANCE ON MODULE 1701 WILL HELP       01700 22
                EVALUATE THIS MODULE.                                           01700 23
*FILE           DESCRIPTION  LITERATURE  CONTEMPORARY FICTION                  01700  9
```

```
*OBJECTIVES     TO ALLOW STUDENT TO DEMONSTRATE HIS UNDERSTANDING OF THE       01701 15
                OF THE DESCRIPTIVE TECHNIQUE IN HIS OWN WRITING                 01701 16
*PREREQUISITESALL PREVIOUS MODULES 1695-1700                                    01701 17
*EXPERIENCE     STUDENT WRITES 2-3 PAGE DESCRIPTION OF A CHACTER WITHIN        01701 11
                A SETTING ≥NO DIALOG↑ MAKING USE OF WHATEVER                   01701 12
                GENERALIZATION SEEM VALID ≥SEE 6A↑ OR PERHAPS PATTERNING       01701 13
                HIS DESCRIPTION AFTER A MODEL9                                  01701 14
*SETTING        INDEPENDENT                                                     01701 10
*MATERIALS                                                                      01701  5
*LEVEL          ALL GRADES                                                      01701  8
*GENERAL        ALL CANDIDATES                                                  01701  7
*HOURS          2-3                                                             01701  6
*EVALUATION     THIS IS AN EVALUATION OF PREVIOUS MODULES8 ESPECIALLY 17001701 18
*FILE           WRITING DESCRIPTION LITERATURE                                  01701  9
```

```
*OBJECTIVES     TO ACQUAINT STUDENT WITH THE NATURE AND FUNCTION OF            01702 19
                NARRATIVE WRITING8 TO ALLOW HIM TO EXAMINE ITS USE IN          01702 20
                CONTEMPORARY AND MODERN WRITING8 AND TO AID HIM IN             01702 21
                DEVELOPING HIS OWN ABILITY TO WRITE NARRATION                   01702 22
*EXPERIENCE     THE PROCEDURE RECOMMENDED FOR THE UNIT ON DESCRIPTIVE          01702 11
                WRITING IS SUGGESTED FOR THE FOLLOWING THREE CLASS DAY         01702 12
                UNIT ON NARRATIVE WRITING8 EXCEPT THAT IT IS SUGGESTED         01702 13
                THAT ONLY ONE 2-3 PAGE ASSIGNMENT BE REQUIRED WITH THIS        01702 14
                UNIT9  TO AVOID REDUNDANCY THE UNIT WILL NOT BE DETAILED H01702 15
                HERE9 R9V9 CASSILL,S COMMENTS BY HIS WRITING FICTION ON        01702 16
                ON NARRATIVE WRITING AS WELL AS THOSE ON DESCRIPTION           01702 17
                AND CHARACTERIZATION ARE RECOMMENDED TO THE INSTRUCTOR         01702 18
*SETTING - COLLEGE LARGE GROUP INDEPENDENT                                      01702 10
*MATERIALS                                                                      01702  5
*LEVEL          ALL GRADES                                                      01702  8
*GENERAL        ALL CANDIDATES                                                  01702  7
*HOURS          6-8                                                             01702  6
*EVALUATION     AS WITH DESCRIPTIVE WIRTING8 EVALUATION WILL BE BASED ON       01702 23
                WILL BE BASED ON STUDENT,S PERFORMANCE IN DUSCUSSING AND       01702 24
                ESPECIALLY HIS OWN NARRATIVE WRITING9  CLASS CRITICISM AND01702 25
                INSTUCTOR,S COMMENTS WILL PROVIDE OUTSIDE EVALUATION FOR       01702 26
                THE STUDENT OF HIS OWN WRITING9                                 01702 26
*FILE           WRITING LITERATURE NARRATION                                    01702  9
```

```
*OBJECTIVES     TO ACQUAINT STUDENTS WITH ONE WRITER,S EXPERIENCE OF      01703 14
                CREATING A CHARACTER IN ORDER TO PREPARE THEM FOR THEIR   01703 15
                OWN ATTEMPTS AT CHARACTERIZATION                          01703 16
*PREREQUISITESBLANK                                                       01703 17
SEXPERIENCE     STUDENT READS DOROTHY CANFIELD,S HOW FLINT AND FIRE       01703 11
                STARTED AND GREW IN THE CREATIVE PROCESS AND THE STORY    01703 12
                FLINT AND FIRE ITSELF.                                    01703 13
*SETTING - COLLEGE INDEPENDENT                                            01703 10
*MATERIALS                                                                01703  5
*LEVEL          ALL GRADES                                                01703  8
*GENERALI       ALL CANDIDATES                                            01703  7
*HOURS          1                                                         01703  6
*EVALUATION     STUDENT,S PARTICIPATION IN CLASS DISCUSSION THEIR OWN     01703 18
                CHARACTERIZATION WRITING                                  01703 19
*FILE           CHARACTERIZATION LITERATURE WRITING                       01703  9
```

```
*OBJECTIVES     TO PREVIDE STUDENTS WITH SOME TRADITIONAL NOTIONS ABOUT   01704 19
                CREATING CHARACTER WHICH WILL SERVE AS A BASIS FOR HIS OWN01704 20
                EFFORTS AND AS A YARDSTICK BY WHICH TO COMPARE            01704 21
                CONTEMPORARY FICTION.                                     01704 22
*PREREQUISITESPREVIOUS MODULE 1703                                        01704 23
*EXPERIENCE     STUDENT LISTENS TO LECTURE ABOUT CHARACTERIZATION WHICH   01704 11
                STRESES NOT SO MUCH KINDS OF CHARACTERS ≥ROUND,FLAT+ AS   01704 12
                WAYS OF REVEALING CHARACTER ≥EXPOSITION,ACTION,DIALOGUE,  01704 13
                ETC+ AS WELL THE KIND OF PENCEPTION THAT IS NECESSARY TO  01704 14
                CREATE CHARACTER,  ALSO, A DISCUSSION OF THE DOROTHY      01704 15
                CANFIELD ESSAY AND STORY ≥MODULE 8A+ AND THE RELEVANCE OF 01704 16
                HER OBSERVATIONS TO STUDENTS OWN EFFORTS TO CREATE        01704 17
                CHARACTER                                                 01704 18
*SETTING - COLLEGE LARGE GROUP                                            01704 10
*MATERIALS      BLANK                                                     01704  5
*LEVEL          ALL GRADES                                                01704  8
*GENERAL        ALL CANDIDATES                                            01704  7
*HOURS          1                                                         01704  6
*EVALUATION     STUDENTS OWN CHARACTERIZATION, THEIR READING OF           01704 24
                CONTEMPORARY WRITERS, AND THEIR CRITICISM OF THE EFFORTS  01704 25
                OF CLASS MATES,                                           01704 26
*FILE           CHARACTERIZATION WRITING LITERATURE                       01704  9
```

```
*OBJECTIVES     TO ALLOW STUDENT TO ACQUAINT HIMSELF WITH AND BE ABLE TO  01705 14
                IDENTIFY THE TECHNIQUES OF CHARACTERIZATION OF            01705 15
                CONTEMPORARY WRITERS,                                     01705 16
*PREREQUISITESPREVIOUS MODULES 1703-1704                                  01705 17
*EXPERIENCE     STUDENT READS CONTEMPORARY SHORT STORY OF HIS OWN         01705 11
                CHOOSING, NOTING ESPECIALLY THE WAY IN WHICH THE AUTHOR   01705 12
                REVEALS CHARACTER                                         01705 13
*SETTING - COLLEGE INDEPENDENT                                            01705 10
*MATERIALS      BLANK                                                     01705  5
*LEVEL          ALL GRADES                                                01705  8
*GENERAL        ALL CANDIDATES                                            01705  7
*HOURS          1 1/2                                                     01705  6
EVALUATION      SEE MODULE 1706                                           01705 18
*FILE           CHARACTERIZATION CONTEMPORARY FICTION LITERATURE          01705  9
```

```
*OBJECTIVES     STATED IN MODULE                                          01706 15
PREREQUISITESPREVIOUS MODULES 1703, 1704, 1705                            01706 16
*EXPERIENCE     STUDENT PARTICIPATES IN CLASS DISCUSSION, EXCHANGING      01706 11
                OBSERVATIONS ABLUT CONTEMPORARY PRACTICES IN CREATING     01706 12
                CHARACTER IN AN EFFORT TO REACH FURTHER GENERAL RATIONS TO01706 13
                AID THEM IN THEIR OWN WRITING EFFORTS                      01706 14
*SETTING - COLLEGE LARGE GROUP                                             01706 10
*MATERIALS      BLANK                                                      01706  5
*LEVEL          ALL GRADES                                                 01706  8
*GENERAL        ALL CANDIDATES                                             01706  7
*HOURS          1                                                          01706  6
EVALUATION      STUDENTS OWN WRITING MODULE 1707                           01706 17
*FILE           CHARACTERIZATION LITERATURE CONTEMPORARY FICTION           01706  9

*OBJECTIVES     TO ALLOW STUDENT TO DEMONSTRATE HIS UNDERSTANDING OF THE   01707 14
                CONCEPT OF CHARACTERIZATION IN HIS OWN WRITING,            01707 15
*PREREQUISITESALL PREVIOUS MODULES 1703-1706                               01707 16
*EXPERIENCE     STUDENT WRITES 2-3 PAGE PAPER IN WHICH HE ATTEMPTS TO      01707 11
                CREATE A CHARACTER BY MEANS OF THE TECHIQUES SUGGESTED IN  01707 12
                MODULES 8B AND 9B,                                         01707 13
*SETTING - COLLEGE INDEPENDENT                                             01707 10
*MATERIALS      BLANK                                                      01707  5
*LEVEL          ALL GRADES                                                 01707  8
*GENERAL        ALL CANDIDATES                                             01707  7
*HOURS          2-3                                                        01707  6
*EVALUATION     THIS MODULE IS ITSELF AN EVALUATION OF MODULES IN          01707 17
                ADDITION, MODULE 11A WILL EVALUATE THIS MODULE AS WELL IN  01707 18
                CRITICISM                                                  01707 19
*FILE           WRITING LITERATURE CHARACTERIZATION                        01707  9

*OBJECTIVES     TO PROFUT FROM THE EXPENIENCE AND OBSERVATIONS OF OTHERS   01708 15
                ABOUT CREATING CHARACTERS AND ABOUT WRITING IN GENERAL     01708 16
*PREREQUISITESALL PREVIOUS MODULES 1703-1707                               01708 17
*EXPERIENCE     STUDENT PARTICIPATES IN CLASS DISCUSSION OF                01708 11
                DIFFICULTIES ENCOUNTERED WITH WRITING A CHARACTERIZATION   01708 12
                DRAWING UPON PREVIOUS MODULES, ESP, GENERALIZATIONS ABOUT  01708 13
                TECHNIQUE,                                                 01708 14
*SETTING - COLLEGE LARGE GROUP                                             01708 10
*MATERIALS                                                                 01708  5
*LEVEL          ALL GRADES                                                 01708  8
*GENERAL        ALL CANDIDATES                                             01708  7
*HOURS          1                                                          01708  6
EVALUATION      DISCUSSION GROUP DEVELOP A LIST OF 10 IMPORTANT            01708 18
                DIFFICULITIES WITH WRITING A CHARACTERIZATION DRAWING      01708 19
*FILE           CHARACTERICATION LITERATURE WRITING                        01708  9

*OBJECTIVES     TO EXPOSE STUDENTS TO THE EFFORTS OF HIS CLASSMATES,       01709 15
                DISCUSS MUTUAL DIFFICULTIES, AND CRITICIZE THESE EFFORTS,  01709 16
                ALSO TO DETERMINE THE RELEVANCE OF WRITING RULES TO        01709 17
                CONTEMPORARY +RACTICE,                                     01709 18
*PREREQUISITESALL PREVIOUS MODULES 1703-1708                               01709 19
*EXPERIENCE     STUDENT PARTIVIPATES IN DISCUSSION AND CRITICISM OF SAMPLE01709 11
                STUDENT CHARACTERIZATIONS ≥MODULE 1707+, ALSO, A           01709 12
                DISCUSSION OF THE RELEVANCE OF THE GENERALIZETING ABOUT    01709 13
                CHARACTERIZATION TO THEIR OWN WRITING                      01709 14
*SETTING - COLLEGE LARGE GROUP                                             01709 10
*MATERIALS                                                                 01709  5
*LEVEL          ALL GRADES                                                 01709  8
*GENERAL        ALL CANDIDATES                                             01709  7
*HOURS          1                                                          01709  6
*EVALUATION     THIS MODULE IS ITSELF AN ATTEMPT TO EVALUATE THE LAST SIX  01709 20
                MODULES                                                    01709 21

*FILE           CHARACTERIZATION CRITICISM WRITING                         01709  9
```

```
*OBJECTIVES    TO PROVIDE AN OPPORTUNITY FOR THE STUDENT TO COMBINE THE   01710 14
               VARIOUS WRITING TECHNIQUES SO FOR DISCUSSED INTO A SINGLE  01710 16
               UNIFIED WORK,                                              01710 17
*PREREQUISITESALL PREVIOUS MODULES                                        01710 18
*EXPERIENCE    STUDENT WRITES SHORT-SHORT STORY ≥10-12 PP,+ IN WHICH HE   01710 11
               EMPLOYS THE SKILLS ACQUIRED IN ALL PREVIOUS MEDULES,       01710 12
               JOANNAL ENTRIES AND PREVIOUS WRITING ASSIGNMENTS MAY       01710 13
               PROVIDE LAW MATERIAL FOR THIS ASSIGNMENT,                  01710 14
*SETTIN3 - COLLEGE INDEPENDENT                                            01710 10
*MATERIALS                                                                01710  5
*LEVEL         ALL GRADES                                                 01710  8
*GENERAL'      ALL CANDIDATES                                             01710  7
*HOURS         8-10                                                       01710  6
EVALUATION     THIS IS A MEANS FOR EVALUATING PREVIOUS MODULES INSTRUCTOR01710 19
               COMMENTS WILL EVALUATE HIS PERFORMANCE,                    01710 20
*FILE          WRITING SHORT SHORT STORY LITERATURE                       01710  9
```

```
*OBJECTIVES    TO PROVIDE THE STUDENT WITH A SLIGHTLY DIFFERENT           01711 13
               PERSPECTIVE ON WRITING FICTION THAN THOSE OF SIDNEY COX    01711 14
               AND DOROTHY CANFIELD,                                      01711 15
*PREREQUISITESBLANK                                                       01711 16
*EXPERIENCE    STUDENT READS HENRY MILLER,S REFLECTIONS ON WRITING THE    01711 11
               CREATIVE PROCESS                                           01711 12
*SETTING - COLLEGE INDEPENDENT                                            01711 10
*MATERIALS                                                                01711  5
*LEVEL         ALL GRADES                                                 01711  8
*GENERAL'      ALL CANDIDATES                                             01711  7
*HOURS         1                                                          01711  6
*EVALUATION    STUDENT,S PERFORMANCE IN MODULE 1710 AND HIS PARTICIPATION01711 17
               IN 1713 AS WELL AS HIS JOURNAL ENTRIES                     01711 18
*FILE          WRITING LITERATURE CREATIVE PROCESS                        01711  9
```

```
*OBJECTIVES    IDENTIFICATION OF STUDENT WRITER,S DIFFICULTIES WITH THOSE01712 15
               OF PROFESSIONAL WRITER ATTEMPT TO FIND COMMON SOLUTIONS,   01712 16
*PREREQUISITESPREVIOUS MODULES 1710 1711                                  01712 17
*EXPERIENCE    STUDENT PARTICIPATES IN DISCUSSION OF THE MILLEW ARTICLE   01712 11
               ≥MODULE 1711+ ESPECIALLY AS TO HOW HIS OBSERVATIONS MAY    01712 12
               APPLY TO PROBLEMS STUDENTS MAY BE ENCOUNTERING IN THE      01712 13
               WRITING OF HIS SHORT SHORT STORY ≥MODULE 1710+             01712 14
*SETTING - COLLEGE 6ARGE GROUP                                            01712 10
*MATERIALS                                                                01712  5
*LEVEL         ALL GRADES                                                 01712  8
*GENERAL'      ALL CANDIDATES                                             01712  7
*HOURS         1                                                          01712  6
*EVALUATION    BECAUSE THIS MODULE IS INTENDED AS AN ASSISTANCE TO        01712 18
               STUDENT,S PERFORMANCE IN MODULE 12A, THAT MODULE WILL      01712 19
               SERVE TO EVALUATE THIS,                                    01712 20
*FILE          WRITING LITERATURE SHORT SHORT STORY                       01712  9
```

```
*OBJECTIVES    TO PREPARE STUDENT FOR READING OF EXPOSITORY ESSAYS AND    01713 16
               FOR WRITING OF SAME                                        01713 17
PERREQUISITESBLANK                                                        01713 18
*EXPERIENCE    STUDENT LISTENS TO PARTICIPATES IN DISCUSSION OF THE       01713 11
               NOTICE OF EXPOSITION, ESPECIALLY AS TO WHICH WHICH OF THE  01713 12
               GENERALIZATION MADE ABOUT THE TECHNIQUES OF                01713 13
```

```
             CREATIVE WRITING MIGHT APPLY TO EXPOSITION, E.G.,          01713 14
             SPECIFICITY, DRAMATIZATION,                                01713 15
*SETTING - COLLEGE LARGE GROUP                                          01713 10
*MATERIALS                                                              01713  5
*LEVEL       ALL GRADES                                                 01713  8
*GENERAL     ALL CANDIDATES                                             01713  7
*HOURS       1                                                          01713  6
*EVALUATION  STUDENT,S PARTICIPATION IN DISCUSSION AND HIS OWN          01713 19
             EXPOSITORY WRITING ≥MODULE 1715*,                          01713 19
*FILE        EXPOSITION WRITING LITERATURE                              01713  9
```

```
*OBJECTIVES  TO EXAMINE THE EXPOSITORY STYLE OF ONE OUTSTANDING MODERN 01714 13
             ESSAYIST IN ORDER TO ARRIVE AT SOME GENERALIZATIONS ABOUT 01714 14
             THE TECHNIQUES OF EXPOSITORY WRITING,                     01714 15
PREREQUISITESPPREVIOUS MODULE 1713                                     01714 16
*EXPERIENCE  STUDENT READS SELECTIONS FROM LOREN EISELEY,S THE IMMENSE 01714 11
             JOURNEY ≥SEE ESPECIALLY JUDGEMENT OF THE BIRDS*           01714 12
*SETTING - COLLEGE INDEPENDENT                                         01714 10
*MATERIALS   BLANK                                                     01714  5
*LEVEL       ALL GRADES                                                01714  8
*GENERAL     ALL CANDIDATES                                            01714  7
*HOURS       2                                                         01714  6
*EVALUATIONSTUDENT,S DISCUSSION OF THE EISELEY ESSAY AND STYLE AND HIS 01714 17
             OWN EXPOSITORY WRITING                                    01714 18
*FILE        EXPOSITION ESSAY WRITING                                  01714  9
```

```
*OBJECTIVES  TO ALLOW THE STUDENT TO EXAMINE CURRENT PRACTICE IN       01715 20
             EXPOSITORY WRITING AND TO ASSIST HIM IN DEVELOPING HIS OWN01715 21
             ABILITY AS AN ESSAYIST                                    01715 22
*PREREQUISITESPREVIOUS MODULES 1713, 1714                              01715 23
$EXPERIENCE  THE PATTERN FOR THE REMAINDER OF THE EXPOSITORY WRITING   01715 11
             UNIT IS THE SAME AS FOR PREVIOUS UNITS, STUDENTS SHOULD   01715 12
             READ EXAMPLES OF CONTEMPORARY ESSAYS FROM THE CURRENT     01715 13
             REVEWS AND JOURNALS OR FROM MAGAZINES LIKE ESQUIRE,       01715 14
             ATLANTIC, HARPER,S, OR NEW YORKER, THEN THE STUDENT WILL  01715 15
             WRITE A 3-4 PAGE EXPOSITION OF HIS OWN, INCORPORATING     01715 16
             THE GENERALIZATIONS ARRIVED AT FROM EXAMINATION OF CURRENT01715 17
             WRITING, STUDENTS WILL THEN READ AND CRITICIZE THE ESSAYS 01715 18
             SUBMITTED BY FELLOW STUDENTS,                             01715 19
*SETTING - COLLEGE LARGE GROUP INDEPENDENT                             01715 10
*MATERIALS   BLANK                                                     01715  5
*LEVEL       ALL GRADES                                                01715  8
*GENERAL     ALL CANDIDATES                                            01715  7
*HOURS       7-9                                                       01715  6
*EVALUATION  THE WRITING THE STUDENT PRODUCES AND HIS CLASS            01715 24
             PARTICIPATION WILL BE A MEASURE OF THE SUCCESS OF THIS    01715 25
             MODULE,  STUDENTS EFFORTS WILL BE EVALUATED BY INSTRUCTOR 01715 26
*FILE        EXPOSITION WRITING ESSAY                                  01715  9
```

```
*OBJECTIVES  TO PROVIDE A BRIEF INTRODUCTION TO CONTEMPORARY POETRY IN 01716 18
             PREPARATION FOR THE READING ASSIGNMENTS AND POETRY WRITING01716 19
             ASSIGNMENT OF THIS UNIT,                                  01716 20
*PREREQUISITE BLANK                                                    01716 21
*EXPERIENCE  STUDENT LISTENS TO INTRODUCTORY LECTURE ON POETRY -NO     01716 11
             ATTEMPT WILL BE MADE TO APPROACH THE SUBJECT IN ANY GREAT 01716 12
             DEPTH, BUT THE LECTURE WILL TRY TO MAKE A FEW             01716 13
             GENERALIZATIONS ABOUT THE CONCERN AND DIRECTION OF MODERN 01716 14
             AMERICAN POETRY,  SHORT POEMS SUCH POETS AS               01716 15
```

```
               LAWRENCE FERLINGHETTI, JAMES DICKEY AND ROBERT CREELY WILL01716 16
               BE USED TO ILLUSTRATE THE GENERALIZATIONS                 01716 17
*SETTING       LARGE GROUP  COLLEGE                                      01716 10
*MATERIALS     BLANK                                                     01716  5
*LEVEL         ALL GRADES                                                01716  8
*GENERAL       ALL CANDIDATES                                            01716  7
*HOURS         1                                                         01716  6
*EVALUATION    STUDENTSS RESPONSE TO POETRY THEY READ AS EVIDENCED IN    01716 22
               THEIR JOURNALS AND IN CLASS DISCUSSION                    01716 23
*FILE          POETRY  WRITING  LITERATURE                               01716  9
```

```
*OBJECTIVES    TO EXAMINE THE STATEMENTS OF TWO POETS AS TO THE NATURE OF01717 14
               THEIR WORK IN ORDER TO PREPARE STUDENTS FOR THEIR OWN     01717 15
               ATTEMPTS TO WRITE A POEM,                                 01717 16
*PREREQUISITE  PREVIOUS MODULE 1716                                      01717 17
*EXPERIENCE    STUDENT READS STEPHEN SPENDERSS [THE MAKING OF A POEM[ AND01717 11
               BREWSTER GHISELINSS [THE BIRTH OF A POEM[ IN THE CREATIVE 01717 12
               PROCESS                                                   01717 13
*SETTING       INDEPENDENT  COLLEGE                                      01717 10
*MATERIALS     BLANK                                                     01717  5
*LEVEL         ALL GRADES                                                01717  8
*GENERAL       ALL CANDIDATES                                            01717  7
*HOURS         2                                                         01717  6
*EVALUATION    SAME AS 1716 AND ALSO THE EVIDENCE OF THEIR OWN ORIGINAL  01717 18
               POEM,                                                     01717 19
*FILE          POETRY  WRITING  CREATIVE PROCESS                         01717  9
```

```
*OBJECTIVES    TO ARRIVE AT A FEW GENERALIZATION WHICH WILL BE OF        01718 17
               ASSISTANCE IN WRITING A POEM,                             01718 18
*PREREQUISITE  PREVIOUS MODULES 2A, 16A, 1692, 1716, 1717                01718 19
*EXPERIENCE    STUDENT PARTICIPATES IN DISCUSSION OF SPENDER AND GHISELIN01718 11
               ARTICLES ≥MODULE 1717+, ATTEMPTING TO APPLY THEIR COMMENTS01718 12
               TO THE POEMS READ IN CLASS THE PREVIOUS DAY AND/OR NEW    01718 13
               POEMS,  INSTRUCTORS SUGGESTIONS ABOUT POETRY              01718 14
               ≥MODULE 1716+ AS WELL AS CIARDI COMMENTS ≥MODULE 1692+ ARE01718 15
               RE-EXAMINED IN THE LIGHT OF THESE ARTICLES,               01718 16
*SETTING       LARGE GROUP  COLLEGE                                      01718 10
*MATERIALS     BLANK                                                     01718  5
*LEVEL         ALL GRADES                                                01718  8
*GENERAL       ALL CANDIDATES                                            01718  7
*HOURS         1                                                         01718  6
*EVALUATION    SAME AS 1717                                              01718 20
*FILE          POETRY  WRITING  CREATIVE PROCESS                         01718  9
```

```
*OBJECTIVES    TO ALLOW THE STUDENT TO READ FURTHER IN CONTEMPORARY      01719 16
               POETRY AND TO FURTHER PREPARE HIM TO WRITE A POEM         01719 17
*PREREQUISITE  PREVIOUS MODULES 1692, 1716, 1717, 1718                   01719 18
*EXPERIENCE    STUDENT READS SAMPLES OF THE POEMS OF ONE OR TWO          01719 11
               CONTEMPORARY POETS ≥OTHER THEN THOSE USED IN MODULE 16A+  01719 12
               SUCH AS THOSE INCLUDED IN A CONTROVERSY OF POETS ≥SEE     01719 13
               BIBLIOGRAPHY+ AND/OR CURRENT LITERARY REVIEWS,  STUDENTS  01719 14
               SHOULD SELECT FOR THEMSELVES THE POETS THEY WISH TO READ  01719 15
*SETTING       INDEPENDENT  COLLEGE                                      01719 10
*MATERIALS     BLANK                                                     01719  5
*LEVEL         ALL GRADES                                                01719  8
*GENERAL       ALL CANDIDATES                                            01719  7
*HOURS         2                                                         01719  6
*EVALUATION    SAME AS MODULE 1716                                       01719 19

*FILE          POETRY  WRITING  CONTEMPORARY                             01719  9
```

```
*OBJECTIVES    ABLE TO IDENTIFY SOME GENERALIZATION ABOUT MODERN POETRY  01720 15
*PREREQUISITE PREVIOUS MODULES 1692, 1716, 1717, 1718, 1719              01720 16
*EXPERIENCE    STUDENTS PARTICIPATE IN DISCUSSION IN WHICH THEY EXCHANGE 01720 11
               OBSERVAIONS ABOUT THE CONTENT AND STYLE OF THE POET2S,    01720 12
               THEY HAVE READ IN AN ATTEMPT TO MAKE SOME GENERALIZATIONS 01720 13
               ABOUT THE WRITING OF CONTEMPORARY POETRY,                 01720 14
*SETTING       LARGE GROUP  COLLEGE                                      01720 10
*MATERIALS     BLANK                                                     01720  5
*LEVEL         ALL GRADES                                                01720  8
*GENERAL       ALL CANDIDATES                                            01720  7
*HOURS         1                                                         01720  6
*EVALUATION    STUDENTS ARE TO MAKE AT LEAST 5 GENERALIZATIONS ABOUT     01720 17
               WRITING CONTEMPORARY POETRY,                              01720 18
*FILE          CONTEMPORARY  POETRY  WRITING                             01720  9
```

```
*OBJECTIVES    TO PROVIDE THE STUDENT WITH THE EXPERIENCE OF CREATING A  01721 14
               POEM AND TO USE THE OBSERVATIONS HE HAS MADE ABOUT        01721 15
               CONTEMPORARY POETRY                                       01721 16
*PREREQUISITE PREVIOUS MODULES 1692, 1716, 1717, 1718 1719 * 1720        01721 17
*EXPERIENCE    STUDENT WRITES A POEM IN WHICH HE ATTEMPTS TO INCORPORATE 01721 11
               THE CONTENT AND STYLE HE HAS OBSERVED TO BE THE PRACTICE  01721 12
               IN CONTEMPORARY POETRY                                    01721 13
*SETTING       INDEPENDENT  COLLEGE                                      01721 10
*MATERIALS     BLANK                                                     01721  5
*LEVEL         ALL GRADES                                                01721  8
*GENERAL       ALL CANDIDATES                                            01721  7
*HOURS         2-3                                                       01721  6
*EVALUATION    INSTRUCTORSS COMMENTS AS WELL AS CRITICISM FROM CLASSMATES01721 18
               IN CLASS DISCUSSION,                                      01721 19
*FILE          WRITING  POETRY  CONTEMPORARY                             01721  9
```

```
*OBJECTIVES    STUDENT WILL BE INVOLVED IN SOME RUDIMENTORY CRITICISM OF 01722 15
               POETRY AND EXPOSED TO THE EFFORTS AND CRITICISM OF HIS    01722 16
               CLASSMATES                                                01722 17
*PREREQUISITE PREVIOUS MODULES 1693, 1694                                01722 18
*EXPERIENCE    STUDENTS READ OR HAVE READ ANONYMOUSLY SOME OF THE HAIKU  01722 11
               DONE IN MODULE 1694,  STUDENTS DISCUSS AND CRITICIZE THESE01722 12
               EXAMPLES ON THE BASIS OF THE GENERALIZATIONS SUGGESTED IN 01722 13
               1694,  COMPARE AND CONTRAST WITH POEMS OF HAIKU MASTERS,  01722 14
*SETTING       LARGE GROUP  COLLEGE                                      01722 10
*MATERIALS     BLANK                                                     01722  5
*LEVEL         ALL GRADES                                                01722  8
*GENERAL       ALL CANDIDATES                                            01722  7
*HOURS         1                                                         01722  6
*EVALUATION    THIS MODULE IS ESSENTIALLY AN EVALUATION OF 1693 * 1694   01722 19
*FILE          HAIKU  POETRY  LITERATURE                                 01722  9
```

HUMANITIES I ART

OVERVIEW

The rationale for the content of this studio experience is based on the premise that man gains understanding of his humanness as he perceives and visually expressed discoveries of his Gods, his world and himself, and that these expressions are the product of the art experience which allows the individual's cognitive and intuitive selection and execution of form and material best suited to the artist and his intent.

```
*OBJECTIVES    REINFORCE RELATIONSHIP OF THIS COURSE TO PREVIOUS KNOW-   00881019
               LEDGE ABOUT THE HUMANTIES, IDENTIFY WITH THE ARTISTS SHA- 00881020
               PING AN ART FORM, CONSTRUCT AN ARMATURE, APPLY CLAY TO    00881021
               ARMATURE, PREPARE CLAY AND FOLLOW PROCEDURE FOR THE CAR   00881022
               AND HANDLING OF CLAY,                                     00881023
*PREREQUISITES  HUMANITIES 1                                             00881024
*EXPERIENCE    RELATE THEME MAN AS THE CENTER OF THE UNIVERSE TO PURPOSES00881011
               OF HUM, 1  ORIENT THINKING TO THE PURPOSES OF THIS COURSE,00881012
               VIEW SLIDES ILLUSTRATING ARTISTS*S USE OF THE HUMAN FORM I00881013
               N THE VISUAL ARTS, OBSERVE DEMONSTRATION OF THE CONSTRUCT-00881014
               ION OF AN ARMATURE, CONSTRUCT ARMATURE AND PREPARE CLAY   00881015
               FOR LIFE-SIZE SELF PORTRAIT,DISCUSS OBSERVATIONS MADE FRO-00881016
               M SLIDES IN TERMS OF CREATOR AND POSSIBLE REASONS FOR THE 00881017
               INTERPRETATIONS,                                          00881018
*SETTING       COLLEGE STUDIO                                            00881010
*MATERIALS     SELECTED SLIDES OF ARTISTS WORK IN DIFFERENT STYLES, MEDIA00881005
               CULTURES OR PERIODS OF ART,  WOOD WORKING TOOLS, LUMBER, A00881005
               ND OTHER SUPPLIES FOR ARMATURES, CLAY,                    00881005
*LEVEL         ALL GRADES                                                00881008
*GENERAL       ALL CANDIDATES                                            00881007
*HOURS         2 HRS,                                                    00881006
* EVALUATION   INDICATION OF ABILITY TO EMPATHIZE WITH ARTISTS AND WORKD 00881025
               OF ART AS EXPRESSED IN DISCUSSION,                        00881026
               OF ART  AS EXPRESSED IN DISCUSSION,  SUCCESSFUL COMPLETION00881027
               OF THE ARMATURE, SATISFACTORY PREPARATION OF CLAY BY CHEC-00881028
               KING RESULTS, SATISFACTORY BUILDING OF BASIC FORM THROUGH 00881029
               OBSERVATION MADE WHILE WORKING,                           00881030
*FILE          HUMANITIES ART CLAY SELF PORTRAIT                         00881009
```

```
*OBJECTIVES    COMPARE AN ARTISTS REPORT ABOUT HIS BEHAVIOUR WITH ONES   00882018
               OWN,  DIFFERENTIATE BETWEEN THE DISCIPLINED AND CREATIVE  00882019
               BEHAVIOR OF AN ARTIST,  ANALYSE A STRATEGY FOR DEVELOPING 00882020
               SYMBOLIC FORM IN ART,                                     00882021
*PREREQUISITES HUM, 1                                                    00882022
*EXPERIENCE    READ SHAPE OF CONTENT BEN SHAHN  ANSWER FOLLOWING QUES-   00882011
               TIONS,  HOW DOES SHAHN DEVELOP HIS IMAGERY,  WHAT ARE HIS 00882012
               SOURCES FOR SUBJECT MATTER,  WHAT DOES HE SAY ABOUT THE   00882013
               DICIPLINE OF AN ARTIST,  WHAT DOES HE SAY ABOUT THE CREA  00882014
               -TIVE BEHAVIOR OF AN ARTIST,  DISCUSS QUESTIONS IN FOLLOW-00882015
               ING CLASS, APPLY SUGGESTIONS TO OWN BEHAVIOR,  HOW DOES   00882016
               SHAHN DIFFER, HOW IS HIS BEHAVIOR SIMILAR TO STUDENTS,    00882017
*SETTING       INDEPENDENT COLLEGE                                       00882010
*MATERIALS     NONE                                                      00882005
*LEVEL         BLANK                                                     00882008
*GENERAL       ALL CANDIDATES                                            00882007
*HOURS         2 HRS,                                                    00882006
*EVALUATION    ANSWERS TO QUESTIONS INDICATE REASONABLE INTERPRETATION,  00882023
               CLARITY IN THE VERBAL REPORTS ABOUT THE BEHAVIOR OF THE   00882024
               ARTIST AND VALIDITY OF INTERPRETATION OF OWN BEHAVIOR,    00882025
*FILE          HUMANITIES ART SHAPE OF CONTENT                           00882009
```

```
*OBJECTIVES    IDENTIFICATION OF THE SUBJECTIVE AND OBJECTIVE INVOLVE-   00883015
               MENT IN ART,  INTERPRETATION OF REAL FORM INTO REPRESEN-  00883016
               TATIONAL ART FORM,  UTILIZE MANUAL VISUAL TACTILE SKILLS, 00883017
*PREREQUISITES HUM, 1 PREVIOUS EXPERIENCE,                               00883018
*EXPERIENCE    SELF-PORTRAIT, CLAY SKETCH  MODEL SELF-PORTRAIT-TRANSLATE 00883011
               VISUAL TACTILE FORM TO TANGIBLE REPRESENTATIONAL FORM,    00883012
               DISCUSS SELF CONFRONTING EXPERIENCE AS WELL AS OBJECTIVE  00883013
               STRUCTURAL QUALITIES OF PORTRAIT,                         00883014
*SETTING       COLLEGE STUDIO                                            00883010
*MATERIALS     CLAY, MODELING TOOLS, ARMATURES PREPARED THE PREVIOUS DAY 00883005
*LEVEL         BLANK                                                     00883008
*GENERAL       ALL CONDIDATES                                            00883007
*HOURS         2 HRS,                                                    00883006
*EVALUATION    FINISHED PORTRAIT FULFILLS OBJECTIVES,  DISCUSSION INDI-  00883019
               CATES AWARENESS OF OBJECTIVE AND SUBJECTIVE BEHAVIOR,     00883020
*FILE          HUMANITIES ART SELF-PORTRAIT                              00883009
```

```
*OBJECTIVES     ABSTRACT A FORM TO CONFORM TO A MATERIAL AND ITS PROCESS  00884018
                FOR CONSTRUCTING, CLARIFY AESTHETIC STATEMENT THROUGH RE-00884019
                DUCTION, DISTORTION, ELIMINATION,                         00884020
*PREREQUISITES  SELF PORTRAIT IN CLAY                                     00884021
*EXPERIENCE     SELF-PORTRAIT - ABSTRACTED FORM  RECONSTRUCT PORTRAIT IN  00884011
                A RIGID, STATIC MATERIAL SUCH AS WOOD SCRAPS, SANDCORE,   00884012
                METAL SCRAPS, OR STYROFOAM, OR CARDBOARD, USING A ADDITIVE00884013
                OR SUBTRACTIVE SCULTURAL MEANS, INTERPRETE THE REALISTIC  00884014
                FORMS IN TERMS OF THE MATERIAL USED, MODIFY FORMS         00884015
                THROUGH REDUCTION, ABSTRACTION OR DISTORTION TO EMPHASISE 00884016
                QUALITIES GIVING DISTINCTION TO THE PORTRAIT,             00884017
*SETTING        COLLEGE STUDIO                                            00884010
*MATERIALS      WOOD, METAL, STYROFOAM, PLEXIGLASS CARDBOARD, SNADCORE    00884005
                SCRAPS, APPROPRIATE ADHESIVES, ELMERS GLUE, DUCO CEMENT,00884005
                NAILS, TORCHES FOR SOLDERING,                             00884005
*LEVEL          BLANK                                                     00884008
*GENERAL        ALL CANDIDATES                                            00884007
*HOURS          2 HRS,                                                    00884006
*EVALUATION     APPROPRIATE USE OF MATERIALS  ABSTRACTION AN OBVIOUS IN-  00884022
                TERPRETATION FROM ORIGINAL FORM                           00884023
*FILE           HUMANITIES ART ABSTRACTED FORM                            00884009
```

```
*OBJECTIVES     IDENTIFY CHARACTERISTICS OF CREATIVE BEHAVIOR IN ART,     00885015
*PREREQUISITES  THE MAKING OF A PIECE OF SCULPTURE,                       00885016
*EXPERIENCE     READING ASSIGNMENT CREATIVE PROCESS GHISELIN - HENRY      00885011
                MOORES STATEMENT, TAKE NOTES ON INFORMATION IN ARTICLE    00885012
                THAT ARE APPLICABLE TO THINKING ABOUT THE FORMING OF A    00885013
                PIECE OF SCULPTURE,                                       00885014
*SETTING        INDEPENDENT COLLEGE                                       00885010
*MATERIALS      PAPER BACKS OF GHISLIN*S CREATIVE PROCESS,                00885005
*LEVEL          BLANK                                                     00885008
*GENERAL        ALL CANDIDATES                                            00885007
*HOURS          1 HR,                                                     00885006
*EVALUATION     DISCRIMINATING SELECTIONS OF CHARACTERISTICS AS EVIDEN-   00885017
                CED IN NOTES FROM READING,                                00885018
*FILE           HUM, ART HENRY MOORE CREATIVE PROCESS                     00885009
```

```
*OBJECTIVES     CRITICALLY OBSERVE ART FORMS USING KNOWLEDGE GAINED FROM  00886016
                MODELING AND CONSTURCTING, IDENTIFICATION OF STYLES,      00886018
                MEDIA, CULTURES, AND PERIODS, AND EXPRESSIVE QUALITIES    00886019
                OF ART FORMS                                              00886020
*PREREQUISITES  HUM 1 SCULPTURE EXPERIENCE                                00886021
*EXPERIENCE     SELF PORTRAITS  VIEW SELECTED SLIDES OF PORTRAITS OF ART- 00886011
                ISTS REPRESENTING DIFFERENT CONTENT STYLES, PERIODS, CUL- 00886012
                TURES AND MEDIA, (100 SLIDES)  WRITE COMMENTS REGARDING   00886013
                STYLES PERIODS, CULTURES CONTENT AND MEDIA OF EACH SLIDE, 00886014
                WRITING MAY BE DONE IN TEAMS OF TWO OR THREE STUDENTS,    00886015
*SETTING        LARGE GROUP COLLEGE                                       00886010
*MATERIALS      SLIDES, CARROUSEL PROJECTOR, FORMS FOR RECORDING,         00886005
*LEVEL          BLANK                                                     00886008
*GENERAL        ALL CANDIDATES                                            00886007
*HOURS          2 HRS,                                                    00886006
*EVALUATION     IDENTIFICATION OF STYLES, MEDIA, CULTURES, CONTENT, AND   00886022
                PERIODS SLIDES REPRESENT,                                 00886023
*FILE           HUM, ART PORTRAIT SLIDES                                  00886009
```

```
*OBJECTIVES     PRODUCE 3-DIMENSIONAL FIGURE FROM WIRE, DIFFERENTIATE BE- 00887015
                TWEEN OPEN AND CLOSED FORM SCULPTURE, COMPOSE A FIGURE    00887016
                GROUPING OF WIRE EXPRESSING A THEME COMPARE PROPERTIES OF 00887017
                THIS MATERIAL WITH OTHERS PREVIOUSLY USED,                00887018
*PREREQUISITES  COULD BE INITIAL EXPERIENCE OR COULD FOLLOW CLAY MODEL-   00887019
                ING OR FIGURE DRAWING,                                    00887020
*EXPERIENCE     PRODUCE A FULL FIGURE FROM WIRE WHICH WILL FACILITATE THE 00887011
```

```
               STRUCTURE AND PROPORTIONATE ASPECT OF A FIGURE IN MOTION, 00887012
               COMBINE SEVERAL FIGURES WHICH EXPRESS AND IDEA THROUGH MO-00887013
               TION AND FIGURE RELATIONSHIPS,                            00887014
*SETTING       COLLEGE STUDIO 24                                         00887010
*MATERIALS    STOVE PIPE WIRE, FINE COPPER OR BRASS WIRE, BELL WIRE,     00887005
               WIRE CUTTERS, WOOD BLOCKS FOR MOUNTING, NAILS AND HAMMER  00887005
*LEVEL         ALL GRADES                                                00887008
*GENERAL       ALL CANDIDATES                                            00887007
*HOURS         3 HRS,                                                    00887006
*EVALUATION    SENSITIVITY IN HANDLING OF THE MATERIAL AS IT RELATES TO  00887021
               FIGURE DRAWING,                                           00887022
*FILE          HUM, ART WIRE SCULPTURE FULL FIGURE                       00887009
```

```
*OBJECTIVES    OBSERVATION OF RELATIONSHIP OF PERIOD, AND MEDIA TO       00888016
               THEME AND FORM EXPRESSED PREPARTION FOR COLLAGE FIGURE    00888017
               GROUPING                                                  00888018
*PREREQUISITES SOME 3-DIMENSIONAL EXPERIENCE WITH PRODUCTION OF A        00888019
               FIGURE GROUP                                              00888020
*EXPERIENCE    VIEW SLIDES OF FIGURE GROUPINGS IN SCULPTURE (100 SLIDES) 00888011
               WHICH REPRESENT VARIOUS MEDIA USED, PERIODS, STYLES,      00888012
               THEMES,  TAKE NOTES ON (1) SIMILARITIES OF CONCERN (2) EF-00888013
               FECT OF PERIOD ON STYLE AND CONCERN (3) EFFECT OF MEDIA   00888014
               ON FORM                                                   00888015
*SETTING       INDEPENDENT COLLEGE                                       00888010
*MATERIALS     SLIDES AVAILABLE IN LEARNING CENTER OR LIBRARY OR INDE-   00888005
               PENDENT VIEWING,                                          00888005
*LEVEL         BLANK                                                     00888008
*GENERAL       ALL CANDIDATES                                            00888007
*HOURS         2 HRS,                                                    00888006
*EVALUATION    CLARITY OF RESPONSE IN CLASS DISCUSSION PREPARITORY TO    00888021
               FIGURE COLLAGE                                            00888022
*FILE          HUM, ART FIGURE GROUPS SLIDES                             00888009
```

```
*OBJECTIVES    SELECT THROUGH GROUP PROCESS AN THEME OF MUTUAL CONCERN   00889016
               TO THE GROUP,  SELECT APPROPRIATE FORMS TO EXPRESS A THE- 00889017
               ME,  COMPOSE DIVERSE 2-DIMENSIONAL FORMS INTO A UNIFIED   00889018
               ART FORM,                                                 00889019
*REREQUISITES   PREVIOUS EXPERIENCE OF PICASSO*S GUERNICA AS SHOWN IN    00889020
               HUM 1 CASE STUDY AS EXAMPLE OF CARTOON FROM USING SOCIAL  00889021
               THEME,  PREVIOUS VIEWING OF SLIDES ILLUSTRATING 3-DIMEN-  00889022
               SIONAL FIGURE GROUPINGS AND THEME DISCUSSION              00889023
*EXPERIENCE    C OMPOSE A CARTOON MONTAGE (PLAN, USING MAGAZINE OR NEWS- 00889011
               PAPER ILLUSTRATIONS OR PRINTED MATERIAL) WHICH CONTAINS   00889012
               HUMAN FIGURES AND OTHER ELEMENTS THAT EXPRESS A SOCIAL    00889013
               THEME,  STUDENTS WILL WORK IN GROUPS OF 4-6 USING BLACK   00889014
               OR WHITE OR COLOR,                                        00889015
*SETTING       COLLEGE STUDIO                                            00889010
*MATERIALS     LARGE PIECES OF BROWN OR WHITE KRAFT PAPER , MAGAZINES,   00889005
*LEVEL         ALL GRADES                                                00889008
*GENERAL       ALL CANDIDATES                                            00889007
*HOURS         3 HRS,                                                    00889006
*EVALUATION    THE AESTHESTIC QUALITY APPARENT IN THE COMPOSED CARTOON   00889024
               MONTAGES,  THE EXPRESSIVE QUALITY OF THE WORK             00889025
*FILE          HUM, ART CARTOON MONTAGE                                  00889009
```

```
*OBJECTIVES    PREPARE STUDENT FOR FIGURE DRAWING THROUGH EXPOSURE TO    00890014
               BOOKS THAT ILLUSTRATE APPROACHES TO OBSERVATION AND AC-   00890015
               TUAL HANDLING OF DRAWING MEDIA                            00890016
```

```
*PREREQUISITES PREVIOUS EXPERIENCE WITH THE HUMAN FIGURE AS VEHICLE FOR 00890017
               ART EXPRESSION                                           00890018
*EXPERIENCE    OUTSIDE ASSIGNMENT - PREPARATORY READING FOR NEXT STUDIO 00890011
               LESSON,  NATURAL WAY TO DRAW, NIEDAIDES - CHAPT, 1,2,3   00890012
               SPACE OR FORM AND VISION, COLLIER - CHAPT, 1,2,3,4,,     00890013
*SETTING       INDEPENDENT COLLEGE                                      00890010
*MATERIALS     NONE                                                     00890005
*LEVEL         ALL GRADES                                               00890008
*GENERAL       ALL CANDIDATES                                           00890007
*HOURS         1 1/2                                                    00890006
*EVALUATION    VERBALIZATION ABOUT MATERIAL READ BEFORE AND DURING ACTUAL00890019
               FIGURE DRAWING EXPERIENCE (MODULE 888)                   00890020
*FILE          HUM, ART READING-DRAWING                                 00890009
```

```
*OBJECTIVES    PRODUCE AND OBSERVE SUCH QUALITIES PECULIAR TO DRAWING AS 00891016
               ECONOMIC USE OF LINE NOTATION, MOVEMENT, EXPRESSION AND  00891017
               DETAIL,  SOLVE PROBLEM OF PROPORTION IN FIGURE REALTION- 00891018
               SHIP OF PARTS TO WHOLE,  IDENTIFY THE RAE OF DISTORTION  00891019
               OR EXAGGERATION                                          00891020
*PREREQUISITES PREVIOUS RESEARCH IN THE NATIONAL WAY TO DRAW SPACE      00891021
               FORM AND VISION,                                         00891022
*EXPERIENCE    SKETCH THE HUMAN FORM FROM A LIVE MODEL USING A VARIETY  00891011
               OF MEDIA SUCH AS CHARCOAL, FELT TIP PEN, GRAPHITE PENCIL, 00891012
               AND A VARIETY OF TECHNIQUES OR APPROACHES TO DRAWINGS -  00891013
               GESTURE, CONTOUR, MASS,  VIEW SLIDES OF ARTISTS TREATMENT 00891014
               OF FIGURE THROUGH DRAWING MEDIA (25 SLIDES)              00891015
*SETTING       COLLEGE STUDIO-24                                        00891010
*MATERIALS     PENCILS CHARCOAL (VINE AND SYNTHTIC), FELT TIP PEN, NEWS- 00891005
               PRINT, MODEL                                             00891005
*LEVEL         ALL GRADES                                               00891008
*GENERAL       ALL CANDIDATES                                           00891007
*HOURS         3 HRS,                                                   00891006
*EVALUATION    THE QUALITY OR EXPRESSIVENESS OF LINE THE ATTENTION TO DE-00891023
               TAIL,  PROPORTION - IN REGARD TO USE OF SPACE AND WITH   00891024
               FIGURE                                                   00891025
*FILE          HUM ART FIGURE DRAWING                                   00891009
```

```
*OBJECTIVES    IDENTIFY THROUGH OBSERVATION, AS PAST NOTE ASSIGNMENT PRE-00892018
               PARE FOR DRAWING OF FIGURES IN THE ENVIRONMENT,  SELECT  00892019
               LOCATION FOR THEIR ENVIRONMENTAL SKETCHING EXPERIENCE,   00892020
*PREREQUISITES BLANK                                                    00892021
*EXPERIENCE    VIEW SLIDES WHICH ILLUSTRATE GROUPING OF FIGURES IN THE  00892011
               ENVIRONMENT AND EXECUTED WITH A VARIETY DRAWING MEDIA BY 00892012
               SUCH ARTISTS  AS GOYA, REMBRANDT, LETREC, DAUMIER, ASH-  00892013
               CAN SCHOOL (100 SLIDES) TAKE NOTES ONE TYPE OF ENVIRON-  00892014
               MENTS EMPLOYED,  TYPE OF ATTITUDE PORTRAYED,  STYLE OF   00892015
               ARTIST AS IT EFFECTS EXPRESSION,  MEDIA AS IT EFFECTS    00892016
               EXPRESSION,                                              00892017
*SETTING       INDEPENDENT COLLEGE                                      00892010
*MATERIALS     ABOVE SLIDE AVAILABLE FOR VIEWING INDEPENDENTLY IN LEARN- 00892005
               ING CENTER OR LIBRARY                                    00892005
*LEVEL         ALL GRADES                                               00892008
*GENERAL       ALL CANDIDATES                                           00892007
*HOURS         1 1/2 HRS,                                               00892006
*EVALUATION    CLARITY OF VERBAL REFERENCE TO SLIDES WHEN DISCUSSING EN- 00892022
               VIRONMENTAL SKETCHING EXPERIENCE AND PREPARATION FOR RE- 00892023
               ORGANIZATION OF SKETCHES,                                00892024
*FILE          HUM, ART SLIDE VIEWING FIGURE GROUPS                     00892009
```

```
*OBJECTIVES    PRODUCE DRAWINGS OF GROUPS OF FIGURES IN A PARTICULAR      00893014
                ENVIRONMENT,  OBSERVE THE EFFECT OF ENVIRONMENT ON AT-    00893015
                TITUDE OR GESTURE OF FIGURES,  COMPARE THE PROBLEM OF COM00893016
                -POSITION OF FIGURES IN AN ENVIRONMENT AS OPPOSED TO IS- 00893017
                OLATED FIGURE ON GROUND SKETCH,                           00893018
*PREREQUISITES PREVIOUS EXPERIENCE WITH DRAWING HUMAN FIGURE  MODULE 89100893019
                PREVIOUS EXPERIENCE VIEWING ARTISTS COMPOSITIONAL DRAWING00893020
                OF FIGURES IN ENVIRONMENT MODULE 892                      00893021
*EXPERIENCE    SKETCH CONTEMPORARY SCENE,  STUDENT WILL USE STUDIO TIME   00893011
                TO INDEPENDENTLY GO OUT INTO THE ENVIRONMENT TO SKETCH    00893012
               FIGURES, SUCH AS BUS STATION, MARKET, STORE, CAMPUS, ETC,  00893013
*SETTING       INDEPENDENT COLLEGE                                        00893010
*MATERIALS     HEAVY CARDBOARD OR DRAWING BOARD, NEWS PRINT DRAWING MEDIA00893005
               SUCH AS CHARCOAL, PENCIL, FELT TIP OR BALL POINT PEN,      00893005
*LEVEL         BLANK                                                      00893008
*GENERAL       ALL CANDIDATES                                             00893007
*HOURS         3 HRS,                                                     00893006
*EVALUATION THE AETHETIC QUALITY OF THE SKETCHES PRODUCE COMPOSITION      00893022
                THE EXPRESSIVE QUALITY OF SKETCHES PRODUCED I,E, INDIVI- 00893023
                DUALS HANDLING OF THE MEDIA USED AND RELATION OF FIGURE   00893024
                ATTITUDES OR GESTURES TO ENVIRONMENT,                     00893025
*FILE          ART SKETCH ENVIRONMENT HUMANITIES                          00893009
```

```
*OBJECTIVES    TO IDENTIFY FUNCTIONS OF ART SODIAL, PERSONAL AND PHYSICAL00894014
                TO IDENTIFY STYLES THROUGH WHICH THESE FUNCTIONS ARE EX- 00894015
                PRESSED,  TO SELECT A THEME FOR INDEPNDENT PROJECT THRO- 00894016
                UGH EXAMINATIONS OF THEIR PERSONAL CONCERNS, AND UNDER-  00894017
                STANDING GAINED FROM THIS READING A PREVIOUS READING IN  00894018
                HUMANITIES,                                               00894019
*PREREQUISITES  PREVIOUS READING IN HUM,  PREVIOUS PERSONAL EXPERIENCE,  00894020
*EXPERIENCE    OUTSIDE READING ASSIGNMENT IN PREPARATION FOR SELECTION OF00894011
                THEME FOR INDEPENDENT PRODUCT,  ART AS IMAGE AND IDEA-   00894012
                  EDMUND BURKE FELDMAN CHAPT,  1,2,3,4,5,6,7,             00894013
*SETTING       INDEPENDENT COLLEGE                                        00894010
*MATERIALS     NONE                                                       00894005
*LEVEL         ALL GRADES                                                 00894008
*GENERAL       ALL CANDIDATES                                             00894007
*HOURS         3 HRS,                                                     00894006
*EVALUATION    SELECTION OF THEME AND RATIONALE FOR SAME,                 00894021
*FILE          HUM,  ART READING FELDMAN THEMES IN ART                    00894009
```

```
*OBJECTIVES    PRODUCE A SKETCH  COLLAGE PRODUCE A CARTOON FROM SKETCH    00895016
                COLLAGE,  SOLVE THE PROBLEM OF REORGANIZATION AND INTENSI00895017
                -FICATION OF A THEMATIC IDEA  MANIPULATE PAINT            00895018
PREREQUISITES   PREVIOUS SKETCHING EXPERIENCE,  PREVIOUS  VIEWING OF FI- 00895019
               GURE COMPOSITIONS,                                         00895020
*EXPERIENCE    REORGANIZATION OF SKETCHES FROM PREVIOUS ACTIVITY SKET-    00895011
                CHING FIGURES IN THE ENVIRONMENT,  REDRAW, CUT APART AND 00895012
                REASSEMBLE INTO SKETCH COLLAGE USING THEME,  REINTERPRET 00895013
                SKETCH COLLAGE CARTOON IN BLACK AND WHITE PAINT OR COL-  00895014
                OR,                                                       00895015
*SETTING       COLLEGE STUDIO                                             00895010
*MATERIALS     SKETCHES FROM PREVIOUS EXPERIENCE,  PAINT, SCISSORS, GLUE,00895005
*LEVEL         BLANK                                                      00895008
*GENERAL       ALL CANDIDATES                                             00895007
*HOURS         3 HRS,                                                     00895006
*EVALUATION    THE AESTHETIC QUALITY OF THE COMPOSITION,  THE EXPRESSIVE 00895021
                QUALITY OF THE COMPOSITION,                               00895022
*FILE          HUM, ART SKETCH COLLEGE CARTOON                            00895009
```

```
*OBJECTIVES     SELECT MEDIA TO SUTIE THEME  ,  SELECT A MEDIA WITH WHICH 00896017
                 THEY CAN WORK WITH COMFORT AND ENTHUSIASM,  MANIPULATE   00896018
                 TOOLS AND MEDIA TO BECOME FAMILIAR WITH POSSIBILITIES AND00896019
                 LIMITATIONS,                                             00896020
*PREREQUISITES HUM, 1 PREVIOUS ART EXPERIENCES OF THIS COURSE,            00896021
*EXPERIENCE     EXPLORATION OF MATERIALS,  STUDENT WILL ENGAGE IN USING A 00896011
                 NUMBER OF MATERIALS PROVIDED FOR THIS EXPERIENCE,  THE   00896012
                 STUDENTS WILL SELECT A MATERIAL TO WHICH THEY RESPONG FA-00896013
                 VORABLE,  THE STUDENTS WILL EVALUATE SUITABILITY OF MATER00896014
                 -IAL FOR CARRYING OUT THEIR THEME IN A SHORT CONFERENCE  00896015
                 WITH THE INSTRUCTOR,                                     00896016
*SETTING        COLLEGE STUDIO                                            00896010
*MATERIALS      PAINTS, CHALKS, COLLAGE MATERIAL, WATERCOLORS, ACRYLLICS, 00896005
                AND SCULPTURE MATERIALS NOT PREVIOUSLY USED,              00896005
*LEVEL          BLANK                                                     00896008
*GENERAL!       ALL CANDIDATES                                            00896007
*HOURS          2 HRS,                                                    00896006
*EVALUATION     OBSERVED MANIPULATION OF THE MATERIALS AND SIMPLE TOOLS,  00896022
                EVIDENCE OF USING CONSTRUCTION METHODS,                   00896023
*FILE           HUM, ART  MEDIA EXPLORATION                               00896009

*OBJECTIVES     DEVELOP ABILITY TO USE PROCESS AND MEDIA INFORMATION PUB- 00897015
                LISHED IN BOOKS AND PERIODICALS,                          00897016
*PREREQUISITES SELECTION OF THEME AND MEDIA FOR INDEPENDENT STUDY,        00897017
*EXPERIENCE     RESEARCH ABOUT MEDIA AND PROCESS,  CONDUCT LIBRARY RESE-  00897011
                ARCH TO GATHER INFORMATION  ABOUT THE MEDIA SELECTED FOR  00897012
                INDEPENDENT WORK,  DEVELOP LIST OF MATERIALS AND TOOLS NEC00897013
                -ESSARY,  TAKE NOTES ON PROCESSES,                        00897014
*SETTING        INDEPENDENT COLLEGE,                                      00897010
*MATERIALS      AVAILABILITY OF BOOKS IN LIBRARY,  ASSIGNED READINGS RESER-0897005
                VATIONS IF NECESSARY,                                     00897005
*LEVEL          BLANK                                                     00897008
*GENERAL!       ALL CANDIDATES                                            00897007
*HOURS,         1 1/2 HRS,                                                00897006
*EVALUATION     INFORMATION GATHERED FROM READING,  SOURCES USED,         00897018
*FILE           HUM, ART MEDIA RESEARCH                                   00897009

*OBJECTIVES     WORK INDEPENDENTLY WITH INDIVIDUALLY SELECTED MEDIA,  PRO-00898017
                DUCE AND ART FORM EXPRESSIVE OF A CONTEMPORARY HUMAN CON- 00898018
                CERN,                                                     00898019
*PREREQUISITES PERSONAL EXPERIENCE,  PREVIOUS EXPERIENCE WITH MATERIALS 00898020
                AND INDEPENDENT RESEARCH THROUH READING AND VIEWING,  PRE-00898021
                VIOUS EXPERIENCE WITH HUMAN FIGURE - BOTH VIEWING AND PRO-00898022
                DUCING,  PREVIOUS RESEARCH CONCERNING THEMES IN ART,      00898023
*EXPERIENCE     PRODUCE AND ART FORM BASED ON A CONTEMPORARY THEME AND PER-0898011
                SONAL CONCERN  MATERIAL CHOICE WILL BE INDIVIDUAL AND     00898012
                SHOULD BE SUITABLE TO WHAT IS EXPRESSED AND WHO  IS EXPRES00898013
                -SING,  THIS SHOULD BE AN INDEPENDANT STUDIO EXPERIENCE   00898014
                ON LONGER INVOLVEMENT, AND SERVING AS A CULMINATING PRO-  00898015
                JECT FOR THEIR STUDIO EXPERIENCE,                         00898016
*SETTING        INDEPENDENT COLLEGE STUDIO                                00898010
*MATERIALS      MATERIALS DEPEND UPON THOSE SELECTED BY STUDENT AND RESE- 00898005
                ARCH INTO TOOLS  NECESSARY,                               00898005
*LEVEL          BLANK                                                     00898008
*GENERAL!       ALL CANDIDATES                                            00898007
*HOURS          9 HRS,                                                    00898006
*EVALUATION     THE EXPRESSIVE QUALITY OF THE FORM CREATED,  THE APPROPRI-00898024
```

```
               ATE SELECTION AND EXECUTION OF MEDIA TO PRODUCE FORM,      00898025
               THE AESTHETIC QUALITY OF FORM PRODUCED,                    00898026
*FILE          HUM, ART THEMATIC ART FORM                                 00898009
```

```
*OBJECTIVES    INTRODUCE AN AESTHETIC THEORY,  CRITICALLY ANALYSE A       00899015
               THEORY OF ART EXPERIENCE,                                  00899016
*PREREQUISITES  EXPERIENCE WITH THE PROCESS OF CREATING AN ART FORM       00899017
               BASED ON AN IDEA,                                          00899018
*EXPERIENCE    READING ASSIGNMENT,  1, READ CHAPTER 3, AND CHAPTER 4,     00899011
               ART AS EXPERIENCE, DEWEY,   2, WRITE A PAPER COMPARING OWN00899012
               EXPERIENCE WITH DEWEY≠S THEORY OF THE FORMING OF ART AND   00899013
               THE EXPERIENCING OF ART AS A VIEWER,                       00899014
*SETTING       INDEPENDENT COLLEGE                                        00899010
*MATERIALS     PAPER BOUND COPIES OF ART AS EXPERIENCE                    00899005
*LEVEL         BLANK                                                      00899008
*GENERAL       ALL CANDIDATES                                             00899007
*HOURS         4 HRS,                                                     00899006
*EVALUATION    COMPARISONS DRAWN BETWEEN READING AND OWN EXPERIENCE,      00899019
               ANALYSIS OF THE READING MATERIAL AS EVIDENCED IN PAPER,    00899020
*FILE          HUM, READING WRITING INDEPENDENT                           00899009
```

```
*OBJECTIVES    OBJECTIVE CONTEMPLATION OF ART FORMS PRODUCED - THROUGH    00900017
               FORM PRODUCED,  SUBJECTIVE CONTEMPLATION OF THE ART        00900018
               EXPERIENCE  THROUGH PAPER WRITTEN,                         00900019
*PRERFQJISITES PREVIOUS EXPERIENCE MODULES FOR ART SECTION OF             00900020
               HUMANITIES I                                               00900021
*EXPERIENCE    CULMINATION OF ART STUDIO EXPERIENCE IN HUMANITIES I       00900011
               DUE THIS SESSION - THEMATIC ART FORM BRIEF PAPER - COM-    00900012
               PARISON OF DEWEY≠S THEORIES TO OWN EXPERIENCE              00900013
               ARRANGE EXHIBIT OF INDIVIDUAL ART FORMS PRODUCED           00900014
               PANEL DISCUSSION OF THE RELATIONSHIP OF FORM TO MEDIA      00900015
               AND EXPRESSED IDEA,                                        00900016
*SETTING       COLLEGE  -  INDEPENDENT                                    00900010
*MATERIALS     BLANK                                                      00900005
*LEVEL         BLANK                                                      00900008
*GENERAL       ALL CANDIDATES                                             00900007
*HOURS         3                                                          00900006
*EVALUATION    IDENTIFICATION OF EXPRESSIVE QUALITIES OF ART FORM         00900022
               PRODUCED,  AESTHETIC QUALITIES OF ART FORM PRODUCED,       00900023
               SENSITIVE HANDLING OF MEDIA AND ITS APPROPRIATENESS TO     00900024
               FORM EXPRESSED,  IDENTIFICATION OF ELEMENTS OF AN ART EX-  00900025
               PERIENCE,  COMPARISON OF PERSONAL EXPERIENCE TO DEWEY≠S    00900026
               THEORIES,                                                  00900027
```

HUMANITIES I MUSIC

OVERVIEW

The rationale for the Music experience section of Humanities I is based from the premise that Music, a form of human behavior, is used by Man in all cultures to support his Judgment of desirable behavior. Man acts with music to support his folkways, his social and political customs and his religious practices. He sings, he plays. Only after his culture developed to a high level of organization sophistication and affluence does he begin to record and expand his musical expressions in an artistic manner.

When Music becomes an art form it demands training and understanding through direct experience to be accepted and used.

It is the objective of the Music component of Humanities I to provide the student with the opportunity to gain knowledge, understanding, and feeling which will allow him to elect to use music to fulfill his need for asthetic expression and experience. This objective will be reached by examining the common music experience in the folkways of the American college student, by tracing the connection to the functional uses of music in Western Culture and in other cultures and by showing the relationship of functional music to artistic music through direct experience in the making of music.

If music learning is to take place there must be both the opportunity for the student to learn about music from lectures, listening, and discussion and the opportunity for kinesthetic involvement in the making of music. The course format provides the opportunity for both kinds of experiences. Lectures and listening experiences are given for large groups. Laboratory periods for small groups provide the opportunity for active participaption in producing musical sounds. Small groups and specialized equipment allow direct experience for individuals at a variety of skill levels.

```
*OBJECTIVES   TO BE ABLE TO VERBALLY IDENTIFY AND DEMONSTRATE THROUGH   01416 20
              MOTOR ACTIVITY VARIATIONS IN TONE,                        01416 21
*PREREQUISITE HUMANITIES I                                              01416 22
*EXPERIENCE   LECTURE III;  THE DIMENSIONS OF TONE  READING ASSIGNMENT; 01416 11
              MURPHY, H, A,, MUSIC FUNDAMENTALS, SECTION II (MUSICAL    01416 12
              TONE(  DISCUSSION AND DEMONSTRATION;  THE DIMENSIONS OF   01416 13
              TONE; PITCH, INTENSITY, QUALITY AND DURATION,  ≥THESE     01416 14
              EXPERIENCES NECESSARY AT THIS TIME AS A PREREQUISITE FOR  01416 15
              LABORATORY EXPERIMENTATION WITH THE CREATIVE USE OF       01416 16
              SOUND*,  VIEWING;  VIEW FILM, SCIENCE IN THE ORCHESTRA    01416 17
              LISTENING;  LISTEN TO VARIATIONS IN PITCH, QUALITY,       01416 18
              INTENSITY AND DURATION,                                   01416 19
*SETTING      LARGE GROUP  COLLEGE                                      01416 10
*MATERIALS    ACOUSTICAL GEAR TO PRESENT PROPERTIES OF TONE* PREPARED   01416  5
              TAPES OF ALTERATIONS OF PITCH* FILM, SCIENCE IN THE       01416
              ORCHESTRA ≥SERIES OF THREE FILMS*  B/W TOTAL TIME 35      01416
              MINUTES, MCGRAW-HILL, TEXT FILM DEPT,                     01416
*LEVEL        BLANK                                                     01416  8
*GENERAL      ALL CANDIDATES                                            01416  7
*HOURS        1                                                         01416  6
*EVALUATION   RESPOND WITH ACCURACY TO VARIATIONS IN PITCH, INTENSITY,  01416 23
              QUALITY AND DURATION BY DISCRIMINATING ALERATIONS,        01416 24
*FILE         HUMANITIES  MUSIC  MUSICAL TONE                           01416  9
```

```
*OBJECTIVES   DEMONSTRATE VARIATIONS IN TONE BY ACTIVITY WITH VARIOUS   01417 15
              TONE PRODUCERS                                            01417 15
*PREREQUISITE LECTURE III - EXPERIENCE MODULE 1416                      01417 16
*EXPERIENCE   LABORATORY 1  THE DIMENSIONS OF TONE  STUDENT INVOLVEMENT 01417 11
              IN PRODUCTION OF MUSICAL TONE,  EXPERIMENTATION WITH      01417 12
              ACOUSTICAL GEAR AND MUSICAL INSTRUMENTS LEADING TO        01417 13
              UNDERSTANDING OF TONE AND ITS QUALITIES,                  01417 14
*MATERIALS    MONOCHORD, TUNING FORKS, PIANO, STRING BASS, ORFF         01417  5
              INSTRUMENTS, SIGNAL GENERATORS,                           01417
*LEVEL        BLANK                                                     01417  8
*GENERAL      ALL CANDIDATES                                            01417  7
*HOURS        1                                                         01417  6
*EVALUATION   CREATE VARIATIONS OF PITCH, INTENSITY AND QUALITY,        01417 17
              DISCRIMINATE AND IDENTIFY VARIATIONS OF TONAL DIMENSIONS, 01417 18
*FILE         HUMANITIES  MUSIC LAB  ACOUSTICS OF TONE                  01417  9
*SETTING      SMALL GROUP ≥1-12 STUDENTS*  COLLEGE                      01417 10
```

```
*OBJECTIVES   1* TO BE ABLE TO PHYSICALLY RESPOND TO METER AND RHYTHM   01418 20
              AND VARIATIONS THEREOF,  2* VERBALLY DESCRIBE FELT CHANGES01418 21
              IN TEMPO,                                                 01418 22
*PREREQUISITE LECTURE III; - EXPERIENCE MODULE 1416  LABORATORY         01418 23
              EXPERIENCE 1 - EXPERIENCE MODULE 1417                     01418 24
*EXPERIENCE   LECTURE IV  MUSICAL TIME  READING ASSIGNMENT; MURPHY, H,  01418 11
              A,, MUSIC FUNDAMENTALS, SECTION III, (MUSICAL TIME(       01418 12
              PERTNEY, JULIUS, MUSIC IN THE LIFE OF MAN, CHAP, II, (THE 01418 13
              ELEMENTS OF MUSIC(,  DISCUSSION, DEMONSTRATION AND        01418 14
              LISTENING;  EXPERIENCE HOW HUMAN BEINGS IMPOSE            01418 15
              ORGANIZATION UPON RECURRENT SOUNDS,  A* DRIPPING WATER    01418 16
              B* DRUM RHYTHMS  EXPERIENCE CONSTANCY AND VARIATION IN    01418 17
              SOUND,  SYNCOPATION THROUGH POETRY READING,  VIEWING;     01418 18
              KINESCOPE, METER AND RHYTHM, B/W 29 MINUTES, NET          01418 19
*SETTING      LARGE GROUP  COLLEGE                                      01418 10
*MATERIALS    KINESCOPE, METER AND RHYTHM, B/W/ 29 MINUTES, ENT  TAPED  01418  5
              MATERIALS FOR DEMONSTRATION - DRIPPING WATER, RECORDED    01418
              DRUM RHYTHMS, DRUM FOR CLASS                              01418
*LEVEL        BLANK                                                     01418  8
*GENERAL      ALL CANDIDATES                                            01418  7
*HOURS        1                                                         01418  6
*EVALUATION   DISCRIMINATE BY VERBAL RESPONSE VARIATIONS IN AURAL       01418 25
              STIMULUS OF RHYTHM, TEMPO AND METER,                      01418 26
*FILE         HUMANITIES  MUSIC  MUSICAL TIME                           01418  9
```

```
*OBJECTIVES     DEMONSTRATABLE ABILITY TO ARRANGE SOUND WITHIN TIME,         01419 17
*PREREQUISITE LABORATORY 1 - EXPERIENCE MODULE 1417                          01419 18
*EXPERIENCE     LABORATORY 2  MUSICAL TIME  ARRANGE SOUND IN TIME TO GAIN    01419 11
                EXPERIENCE IN THE ORGANIZING ASPECTS OF METER AND RHYTHM,    01419 12
                DEVELOP, THROUGH INVOLVEMENT, CONCEPTS OF REPETITION,        01419 13
                ALTERATION AND SYNCOPATION,  CREATE ORIGINAL RHYTHMIC,       01419 14
                NON-PITCH COMPOSITIONS WITHOUT NOTATION BASED ON WORD        01419 15
                RHYTHMS OR RHYTHMS OF NATURE,                                01419 16

*SETTING        SMALL GROUP 21-12 STUDENTS+  COLLEGE                         01419 10
*MATERIALS      VARIOUS UN-PITCHED PERCUSSION INSTRUMENTS, 2DRUMS,           01419  5
                TAMBOURINES, CYMBALS, TOM TOMS, ETC,+                        01419
*LEVEL          BLANK                                                        01419  8
*GENERAL        ALL CANDIDATES                                               01419  7
*HOURS          1                                                            01419  6
*EVALUATION     SUCCESSFUL CREATION OF RHYTHMIC COMPOSITIONS AS A GROUP      01419 19
                AND INDIVIDUALLY,                                            01419 20
*FILE           HUMANITIES  MUSIC LAB  MUSICAL TIME                          01419  9
*OBJECTIVES     TO BE ABLE TO DEMONSTRATE HOW THE KEY ELEMENTS OF MUSIC      01420 23
                SUPPORT DANCE ACTION,                                        01420 24
*PREREQUISITE LECTURE IV - EXPERIENCE MODULE 1418  LABORATORY 2 -            01420 25
                EXPERIENCE MODULE 1419                                       01420 26
*EXPERIENCE     LECTURES V AND VI  MUSIC: A FUNCTIONAL PART OF DANCE         01420 11
                READING ASSIGNMENT:  PORTNOY, JULIUS, MUSIC IN THE LIFE OF01420 12
                MAN, CHAP, III [MUSICAL VALUES[  IV  [THE RELATIONSHIP OF 01420 13
                MUSIC TO THE OTHER ARTS,[  DISCUSSION AND LISTENING:  THE 01420 14
                ROLE OF MUSIC IN DANCE,  DISCUSS THE ELEMENTAL               01420 15
                CHARACTERISTICS OF DANCE MUSIC, I,E,, RHYTHM, METER AND      01420 16
                TEMPO,  DANCE AND MUSIC EVOLVE SIMULTANEOUSLY AS DANCING     01420 17
                IN ITSELF CREATES RHYTHM,  DISCUSS SUCH DANCES AS TANGO,     01420 18
                WALTZ, TARANTELLA, CHARLESTON, ART DANCING AS TO             01420 19
                CHARACTERISTIC MUSICAL COMPONENTS,  DANCE RHYTHMS OF OTHER01420 20
                CULTURES,  VIEWING:  FILMS, AFRICAN RHYTHMS,  DANCES OF      01420 21
                THE KWAKIUTL                                                 01420 22
*SETTING        LARGE GROUP  COLLEGE                                         01420 10
*MATERIALS      FILMS: AFRICAN RHYTHMS, COLOR, 19 MINUTES, ASSOCIATION       01420  5
                FILMS INC,, DANCES OF THE KWAKUITL, COLOR, 10 MINUTES,       01420
                BRANDON FILMS INC,, TAPES OF DANCE MUSIC, EXCERPTS,          01420
*LEVEL          BLANK                                                        01420  8
*GENERAL        ALL CANDIDATES                                               01420  7
*HOURS          2                                                            01420  6
*EVALUATION     DESCRIBE THE ROLE OF MUSIC IN TEENAGE DANCING,               01420 27
*FILE           HUMANITIES  MUSIC  DANCE MUSIC                               01420  9
*OBJECTIVES     TO SUPPORT THE ABILITY TO IDENTIFY ACCURATELY MUSICAL        01421 16
                ELEMENTS WHICH LEAD TO DANCE MOTION,                         01421 17
*PREREQUISITE LECTURES V AND VI - EXPERIENCE MODULE 1420,  LABORATORY 2 01421 18
                EXPERIENCE MODULE 1419,                                      01421 19
*EXPERIENCE     RHYTHM IN MUSIC  LABORATORY 3 AND 4  EXPERIENCE RHYTHM AS 01421 11
                A PRECIPITATOR OF PHYSICAL ACTION AND MOTION,  VARIATIONS 01421 12
                IN METER AND TEMPO AND THEIR EFFECT ON PHYSICAL MOTION,      01421 13
                INVESTIGATE A VARIETY OF STANDARD DANCE MOVEMENTS,           01421 14

*OBJECTIVES     BE ABLE TO VERBALLY DESCRIBE MUSIC AS FUNCTION IN SOCIAL     01422 18
                INTERACTION BOTH HISTORICALLY AND CONTEMPORARILY,            01422 19
*PREREQUISITE LECTURE V AND VI - EXPERIENCE MODULE 1420,                     01422 20
*EXPERIENCE     LECTURE VII,  MUSIC AND SOCIAL INTERACTION                   01422 11
                DISCUSSION:  MUSIC A FACTOR IN DANCE,  MUSIC A FACTOR IN     01422 12
                OTHER FORMS OF SOCIAL INTERACTION,  ILLUSTRATE BY MEDIEVAL01422 13
                TROUVERES, ELIZABETHAN MADRIGAL, COLONIAL AMERICA,  A        01422 14
                VARIETY OF HUMAN ACTIVITY FOR WHICH MUSIC IS APPROPRIATE, 01422 15
                LISTENING+  CITED ABOVE,  VIEWING:  FILM, MUSIC OF           01422 16
                WILLIAMSBURG,                                                01422 17
*SETTING        LARGE GROUP  COLLEGE                                         01422 10
*MATERIALS      SPECIALLY PREPARED LISTENING TAPES+ FILMS, MUSIC OF          01422  5
                WILLIAMSBURG, COLOR, 29 MINUTES, COLONIAL WILLIAMSBURG,      01422
                INC,                                                         01422
*LEVEL          BLANK                                                        01422  8
*GENERAL        ALL CANDIDATES                                               01422  7
*HOURS          1                                                            01422  6
```

```
*EVALUATION    STUDENTS INDICATE SOCIAL USE OF MUSIC IN THEIR LIVES,       01422 21
               IDENTIFY ITS IMPORTANCE,                                    01422 22
*FILE          HUMANITIES  MUSIC  SOCIAL MUSIC                             01422  9
               TO BE ABLE TO DEMONSTRATE THE MUSICAL ELEMENTS THAT         01423 18
               SUPPORT THE ACCOMPLISHMENT OF MENIAL LABOR,                 01423 19
               3 AND 4 - EXPERIENCE MODULE 1421,                           01423 21
*EXPERIENCE    LECTURE VIII,  MUSIC AS A SUPPORT TO MENIAL WORK,           01423 11
               DISCUSSION AND LISTENING;  ILLUSTRATE MUSIC AS PART OF      01423 12
               MENIAL LABOR,  CITE EXAMPLES SUCH AS;  A+ SEA CHANTY -      01423 13
               (BOSTON HARBOR(  B+ VOLGA BOAT SONG  C+ SPANISH VILLANCICO01423 14
               ≥15TH CENTURY COWBOY TEXT+  D+ NEGRO WORK SONG ≥LEADBELLY+01423 15
               E+ SHEPHERDS PIPE TUNE ≥NO WORDS+  DISCUSS THE MUSICAL      01423 16
               ELEMENTS IN MUSIC OF WORK; RHYTHM, METER, MELODY,           01423 17
*PREREQUISITE LECTURES V AND VI - EXPERIENCE MODULE 1420,  LABORATORIES 01423 20
*SETTING       LARGE GROUP  COLLEGE                                        01423 10
*MATERIALS     SPECIALLY PREPARED TAPE RECORDINGS OF EXCERPTS OF THIS      01423  5
               TYPE OF MUSIC,                                              01423
*LEVEL         BLANK                                                       01423  8
*GENERAL       ALL CANDIDATES                                              01423  7
*HOURS         1                                                           01423  6
*EVALUATION    IDENTIFICATION OF EXAMPLES OF OTHER WORK SONGS AND          01423 22
               RHYTHMS.  USE OF MUSIC IN STUDENT WORK SITUATIONS,          01423 23
*FILE          HUMANITIES  MUSIC  MUSIC AND WORK                           01423  9

*OBJECTIVES    THE ABILITY TO IDENTIFY THE PRESENCE OF RHYTHM IN HUMAN     01424 16
               ACTIVITY,  PERFORMANCE OF RHYTHMS APPROPRIATE TO WORK       01424 17
               ACTION,                                                     01424 18
*PREREQUISITE LECTURE VIII - EXPERIENCE MODULE 1423,  LABORATORY 3 AND    01424 19
               4 - EXPERIENCE MODULE 1421,                                 01424 20
               WORK ACTIVITY,                                              01424 22
*EXPERIENCE    LABORATORY 5,  RHYTHM OF HUMAN ACTIVITY,  EXPERIENCE THE    01424 11
               RHYTHM OF INDUSTRY,  PHYSICAL MOTION OF A VARIETY OF WORK 01424 12
               ACTIVITIES AND THEIR RHYTHM PRODUCING EFFECT,  REINFORCE    01424 13
               CONCEPT OF REPITITION AS AN ORGANIZATION FACTOR,  CREATE    01424 14
               CREATE RHYTHMS OF WORK ACTIVITY,                            01424 15
*SETTING       SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                        01424 10
*MATERIALS    TAPES OF VARIOUS WORK ACTIVITY AND ATTENDENT RHYTHMS+        01424  5
               PERCUSSION INSTRUMENTS TO CREATE AND LISTEN TO PATTERNS,    01424
*LEVEL         BLANK                                                       01424  8
*GENERAL       ALL CANDIDATES                                              01424  7
*HOURS         1                                                           01424  6
*EVALUATION    SUCCESSFUL CREATION OF RHYTHMIC COMPOSITIONS WHICH REFLECT01424 21
*FILE          HUMANITIES  MUSIC LAB  RHYTHM OF WORK                       01424  9

*OBJECTIVES    IDENTIFY THE MUSICAL SIMILARITIES BETWEEN THE WORKSONG OF 01425 21
               THE NEGRO AND THE BEGINNINGS OF JAZZ,                       01425 22
*PREREQUISITE LECTURE VIII - EXPERIENCE MODULE 1423,  LABORATORY 5 -      01425 23
*EXPERIENCE    LECTURE IX,  FROM WORK SONG TO JAZZ,  VIEWING;  FILM,       01425 11
               INTRODUCTION TO JAZZ,  DISCUSSION;  EVOLUNTIONARY TREND OF01425 12
               FOLK CULTURAL MUSIC TO MUSIC FOR ITS OWN SAKE,  ORIGINAL    01425 13
               FLAVOR LOST,  REVIEW WORKSONG IN FILM AND SHOW CHANGE IN    01425 14
               PURPOSE.  DISCUSS PORTNEYSS POSITION, CHAPTER IV, P, 210, 01425 15
               DESCRIBE MUSICAL CONTENT,  IMPORTANCE OF IMPROVISATION,     01425 16
               LISTENING;  LISTENING TO JAZZ FROM EVOLUTIONERY POINT OF    01425 17
               VIEW,  A+ NEW ORLEANS PERIOD - BUNK JOHNSON --- FIREHOUSE 01425 18
               FIVE,  B+ SWING PERIOD - FLETCHER HENDERON, T, DORSEY       01425 19
               ------- COUNT BASIE,                                        01425 20
*SETTING       LARGE GROUP  COLLEGE                                        01425 10
*MATERIALS     FILM, INTRODUCTION TO JAZZ, B/W 12 MINUTES, INTERNATIONAL 01425  5
```

```
               FILM BUREAU♦ RECORDED EXCERPTS♦ BLUES IN DIFFERENT STYLES,01425
*LEVEL         BLANK                                                     01425  8
*GENERAL       ALL CANDIDATES                                            01425  7
*HOURS         1                                                         01425  6
               EXPERIENCE MODULE 1424,                                   01425 24
*EVALUATION    DESCRIBE EVOLUTION OF FOLK MATERIAL INTO MUSIC MATERIAL   01425 25
               FOR ANOTHER PURPOSE,                                      01425 26
*FILE          HUMANITIES  MUSIC  JAZZ                                   01425  9
```

```
*OBJECTIVES    TO BE ABLE TO IDENTIFY THE MUSICAL ELEMENTS AND STYLISTIC 01426 19
               PRACTICE UNIQUE TO JAZZ,  TO DIFFERENTIATE BETWEEN JAZZ AS01426 20
               DANCE MUSIC AND JAZZ AS AN EVOLVING ART FORM,             01426 21
*PREREQUISITE LECTURE IX - EXPERIENCE MODULE 1425,                       01426 22
*EXPERIENCE    LECTURE X,  FROM WORK WONG TO JAZZ,  DISCUSSION AND       01426 11
               LISTENING!  CONTINUED EVOLUTION OF JAZZ♦ SEPARATION FROM  01426 12
               DANCE MUSIC CA, 1941-46,  DEVELOPMENT OF CONCERT JAZZ,    01426 13
               EXAMPLES OF DEVELOPMENT BY COMPARISON!  A♦ DIZZY          01426 14
               GILLESPIE - CHARLIE PARKER  ≥GROOVIN HIGH♦ ≥≥WHISPERING♦♦,01426 15
               B♦ THELONIUS MONK - ≤ROUND MIDNIGHT,  C♦ WEST COAST -     01426 16
               GERRY MULLIGAN ≥BIKE UP THE STRAND♦ ≥≥STRIKE UP THE BAND♦♦01426 17
               VIEWING!  FILM, BEGONE DULL CARE,                         01426 18
*SETTING       LARGE GROUP  COLLEGE                                      01426 10
*MATERIALS     TAPES AND RECORDINGS WHICH NEED SPECIAL PREPARATION♦ FILM,01426  5
               BEGONE DULL CARE, COLOR, 9 MINUTES, NATIONAL FILM BOARD   01426
               OF CANADA,                                                01426
*LEVEL         BLANK                                                     01426  8
*GENERAL       ALL CANDIDATES                                            01426  7
*HOURS         1                                                         01426  6
*EVALUATION    IDENTIFY CHANGES IN JAZZ STYLE BASED FROM MUSICAL         01426 23
               MATERIALS USED,  DESCRIBE REASONS FOR EVOLUTION OF JAZZ   01426 24
               APART FROM WORK SONGS AND DANCE MUSIC,                    01426 25
*FILE          HUMANITIES  MUSIC  JAZZ                                   01426  9
```

```
*OBJECTIVES    TO GAIN UNDERSTANDING OF MUSICAL CREATION BY DEMONSTRATING01427 19
               THE ARRANGEMENT OF TONE IN TIME,  INVOLVEMENT IN THE      01427 20
               CREATIVE PROCESS THROUGH IMPROVISATION,                   01427 21
*PREREQUISITE LECTURES IX AND X - EXPERIENCE MODULES 1425-1426,          01427 22
               LABORATORIES 3, 4, AND 5 - EXPERIENCE MODULES 1421 - 1424 01427 23
*EXPERIENCE    LABORATORIES 6, 7, AND 8,  CREATING MUSIC,  EXPERIENCE THE01427 11
               CREATION OF MUSIC WITHIN CERTAIN APPROPRIATE RESTRICTIONS!01427 12
               RESTRICTIONS OF TONE AND TONE DURATION,  USE PENTATONIC   01427 13
               SCALE AND LIMITED DURATIONS OF PITCH,  PRESCRIBE AND      01427 14
               ARRIVE AT ≥THROUGH DISCOVERY LEARNING♦ WAYS TO BEGIN AND  01427 15
               END SHORT COMPOSITIONS,  FIND WAYS TO EXPRESS CONTRAST,   01427 16
               LEARN IMPORTANCE OF REPETITION,  DEVELOPMENT OF MUSICAL   01427 17
               MOTIF,  USE ESTINATO BASS,                                01427 18
*SETTING       SMALL GROUP ≥1-12 STUDENTS♦  COLLEGE                      01427 10
*MATERIALS     MUSICAL INSTRUMENTS, XYLOPHONE, MARIMBA, PIANO, ORFF      01427  5
               INSTRUMENTS, STRING BASS TUNED IN G FLAT, D FLAT,         01427
               PERCUSSION INSTRUMENTS OF ALL TYPES,                      01427
*LEVEL         BLANK                                                     01427  8
*GENERAL       ALL CANDIDATES                                            01427  7
*HOURS         3                                                         01427  6
*EVALUATION    SUCCESSFUL EXPERIENCE IN CREATION AND IMPROVISATION,      01427 24
*FILE          HUMANITIES  MUSIC LAB  CREATING MUSIC                     01427  9
```

```
*OBJECTIVES    TO BE ABLE TO IDENTIFY HOW MAN HAS USED MUSIC TO AROUSE   01428 28
               AND ENGENDER ATTITUDES TO PROMOTE POLITICAL AND SOCIAL    01428 29
```

```
                CHANGE,                                                01428 30
*PREREQUISITE HUMANITIES I CASE STUDY  LECTURES VII AND I  EXPERIENCE  01428 31
              MODULES 1415 AND 1422,                                   01428 32
*EXPERIENCE   LECTURE XI AND XII,  MUSIC AND POLITICS,  ASSIGNMENTI    01428 11
              PRIOR TO CLASS SELECT EXAMPLES OF NATIONALISTIC AND      01428 12
              PATRIOTIC MUSIC,  READINGI  PLATO, THE REPUBLIC, BOOK IV 01428 13
              SELECTION+ ARISTOTLE, POLITICS, BOOK 8,  DISCUSSIONI     01428 14
              GREEK VIEW OF MUSIC AND POLITICS,  INDICATE POSITION OF  01428 15
              THE TOTALITARIAN STATES, ≥NAZI GERMANY, SOVIET RUSSIA+,  01428 16
              ROLE OF MUSIC IN REVOLUTION+ CITE CASE OF FRENCH         01428 17
              REVOLUTION,  REACTIONARY MUSIC,  LISTENINGI  1+ MILITARY 01428 18
              AND PATRIOTIC MUSIC  A+ YANKEE DOODLE,  B+ BATTLE HYMN OF 01428 19
              THE REPUBLIC,  C+ JOHNNIE COMES MARCHING HOME AGAIN,     01428 20
              D+ FIELD ARTILLERY,  E+ GOD BLESS AMERICA,               01428 21
              F+ MARSEILLAISE,  G+ RUSSIAN NATIONAL ATHEM,  ONLY ALIKE 01428 22
              IF MEDIA ALIKE - SIMPLICITY OF MUSIC, IMPORTANCE OF TEXT, 01428 23
              DELIBERATE ALTERATIONS IN MEDIA AND STYLE  2+ REACTIONARY 01428 24
              MUSIC  A+ WE SHALL OVERCOME,  B+ DUETSCHLAND UBERALLES   01428 25
              ≥ORIGINAL AND NAZIFIED+  C+ BLOWING IN THE WIND          01428 26
              D+ CURRENT REACTIONARY BALLARD  E+ FINLANDIA             01428 27
*SETTING      LARGE GROUP  COLLEGE                                     01428 10
*MATERIALS    PREPARE SPECIAL TAPES OF LISTENING EXPERIENCES TO SHOW   01428  5
              THAT MOOD IS DEPENDENT ON MEDIA AND STYLE,               01428
*LEVEL        BLANK                                                    01428  8
*GENERAL      ALL CANDIDATES                                           01428  7
*HOURS        2                                                        01428  6
*EVALUATION   DISCOVERY OF ADDITIONAL EXAMPLES OF MUSIC OF THIS TYPE,  01428 33
*FILE         HUMANITIES  MUSIC  MUSIC + POLITICS                      01428  9
```

```
*OBJECTIVES   TO IDENTIFY THE DEPENDENCY ON TEXT AND/OR MEDIA OF       01429 23
              RELIGIOUS MUSIC,                                         01429 24
*PREREQUISITE HUMANITIES I CASE STUDY,  LECTURES XI AND XII - EXPERIENCE01429 25
              MODULE 1428,                                             01429 26
*EXPERIENCE   LECTURES XIII AND XIV  MUSIC AND RELIGION  ASSIGNMENTI   01429 11
              SHORT PAPER ON RELIGION AND MUSIC,  DISCUSSION AND       01429 12
              LISTENINGI  EXPERIENCE WITH A VARIETY OF RELIGIOUS MUSIC, 01429 13
              DISCUSSION OF THE IMPORTANCE OF THE TEXT,  EXAMPLES OF   01429 14
              SO-CALLED RELIGIOUS MUSIC WITHOUT TEXT,  MUSIC AND       01429 15
              RELIGION COMMON MYSTICIAL QUALITIES,  IDENTIFYING        01429 16
              RELIGIOUS MUSIC DUE TO EXPERIENCE,  LISTEN TO THE        01429 17
              FOLLOWINGI  A+ MENDELSSOHN SYMPHONY #5 LAST MOVST,       01429 18
              B+ SOUTHERN GOSPEL HYMN,  C+ HYMNS OF PRAISE,  D+ CHANT- 01429 19
              EAST AND WEST,  E+ MASS,  F+ SPIRITUALS,  G+ CHORALES,   01429 20
              H+ JEWISH CHANT,  I+ FOLK AND JAZZ MASS, VIEW FILM, MUSIC 01429 21
              AND THE CHURCH,                                          01429 22
*SETTING      LARGE GROUP  COLLEGE                                     01429 10
*MATERIALS    FILM, ≥KINESCOPE+ MUSIC AND THE CHURCH, B/W 30 MINUTES   01429  5
              NET+ SPECIALLY PREPARED TAPES AND RECORDINGS,  ARRANGE   01429
              SECULAR TUNES AS RELIGIOUS AND VICE VERSA                01429
*LEVEL        BLANK                                                    01429  8
*GENERAL      ALL CANDIDATES                                           01429  7
*HOURS        2                                                        01429  6
*EVALUATION   TO SUCCESSFULLY COMPLETE A RESEARCH PAPER DEALING WITH   01429 27
              CROSS-CULTURAL RELIGIOUS AND MUSICAL PRACTICES,          01429 28
*FILE         HUMANITIES  MUSIC  MUSIC + RELIGION                      01429  9
```

```
*OBJECTIVES   TO BE ABLE TO IDENTIFY MUSICAL ELEMENTS USED BY COMPOSERS 01430 17
              OF BACKGROUND MUSIC FOR MASS MEDIA,                      01430 18
*PREREQUISITE HUMANITIES I CASE STUDY                                  01430 19
```

```
*EXPERIENCE     LECTURE XV  MUSIC AS A COMPONENT OF FILMS AND TELEVISION  01430 11
                EXPERIENCE FRAGMENTS OF ASSOCIATION PRODUCING MUSIC, ≥25  01430 12
                MINUTES•,  STUDENT RESPONSE BY MEANS OF THE HEVNER        01430 13
                ADJECTIVE CIRCLE,  DISCUSSION OF RESPONSES AND EXPERIENCE 01430 14
                TO PRODUCE INFORMAL LEARNING,  COMPARE RESPONSES TO THOSE 01430 15
                OF TRAINED MUSICIANS,                                     01430 16
*SETTING        LARGE GROUP  COLLEGE                                      01430 10
*MATERIALS      SPECIALLY PREPARED TAPES USING FORMULA MUSIC OF HOLLYWOOD 01430  5
                AND TV COMPOSERS,  FRAGMENTS OF MUSIC ONLY,               01430
*LEVEL          BLANK                                                     01430  8
*GENERAL        ALL CANDIDATES                                            01430  7
*HOURS          1                                                         01430  6
*EVALUATION     INDIVIDUAL SELF-EVALUATION OF STUDENTSS RESPONSES IN      01430 20
                COMPARISON TO OTHERS IN THE CLASS,                        01430 21
*FILE           HUMANITIES  MUSIC  EMOTION IN MUSIC                       01430  9
```

```
*OBJECTIVES     TO BE ABLE TO VERBALISE THE EVOLVEMENT OF MUSIC AS AN ART,01431 23
                TO DEVELOP AWARENESS OF A NEED FOR A BASIS FOR LISTENING, 01431 24
*PREREQUISITE   LECTURE XV - EXPERIENCE MODULE 1430                       01431 25
*EXPERIENCE     LECTURES XVI AND XVII  MUSIC AS AN ART  DISCUSSION:  TRACE01431 11
                EVOLVEMENT OF MUSIC AS AN ART,  THE TREASURING OF         01431 12
                UTILITARIAN MUSIC AS AN ART BY A LATER AGE,  DRAW         01431 13
                PARALLEL TO JAZZ STUDY,  ART MUSIC A SYMBOLIC             01431 14
                REPRESENTATION OF HUMAN EXPERIENCE,  NON-MUSICAL HUMAN    01431 15
                EXPERIENCE A BASIS FOR LISTENING,  NEED FOR               01431 16
                CONNOISSEURSHIP IN ORDER TO PARTICIPATE INTELLIGENTLY AS  01431 17
                A LISTENER,  LISTENING:  EXPERIENCE MASSES OF SOUND IN    01431 18
                ORDER TO INDICATE NEED FOR A BASIS OF LISTENING,  MUSIC   01431 19
                IS EXTRA-MUSICAL:  A• RAVEL - LA VALSE ≥STORY•            01431 20
                B• STRAVINSKY - THE RITE OF SPRING ≥BALLET•  C• DEBUSSY - 01431 21
                LA MER ≥VISUAL IMAGE•  VIEWING: FILM  IMAGES FROM DEBUSSY,01431 22
*SETTING        LARGE GROUP  COLLEGE                                      01431 10
*MATERIALS      FILM, IMAGES FROM DEBUSSY, B/W 14 MINUTES, FILM IMAGES    01431  5
                INC,  TAPED EXCERPTS OF EXAMPLES FOR LISTENING,           01431
*LEVEL          BLANK                                                     01431  8
*GENERAL        ALL CANDIDATES                                            01431  7
*HOURS          2                                                         01431  6
*EVALUATION     DESCRIBE EVOLUTION OF ART MUSIC FROM UTILITARIAN MUSIC,   01431 26
                VERBALIZE IMPORTANCE OF HUMAN EXPERIENCE AS A BASIS FOR   01431 27
                LISTENING,                                                01431 28
*FILE           HUMANITIES  MUSIC  MUSIC AS AN ART                        01431  9
```

```
*OBJECTIVES     EXPERIENCE NEED FOR NOTATIONAL SYSTEM,  ACQUAINT STUDENTS 01432 20
                WITH THE KNOWLEDGE AND SKILL NEEDED FOR MUSIC PERFORMANCE,01432 21
*PREREQUISITE   LABORATORIES 6, 7 AND 8 - EXPERIENCE MODULE 1427,         01432 22
*EXPERIENCE     LABORATORIES 9, 10, AND 11  RE-CREATING MUSIC  PERFORMING 01432 11
                KNOWN MUSIC,  MELODY HUNTING EXPERIENCES OF FOLK SONGS AND01432 12
                POPULAR MELODIES,  PERFORMANCE OF SPECIALLY PREPARED      01432 13
                ARRANGEMENTS OF COMPOSITIONS OF A SIMPLE NATURE FOR THE   01432 14
                LAB CONSORTIA,  ARRIVE AT A FELT NEED FOR A NOTATIONAL    01432 15
                SYSTEM,  INTRODUCE METHODS OF IMPROVING TEXTURE OF MUSIC  01432 16
                BY ADDING HARMONY,  USE MELODIES SUCH AS: MICHAEL, ROW    01432 17
                THE BOAT ASHORE AND WE SHALL OVERCOME,  SING AND IDENTIFY 01432 18
                INTERVALS IN SONG MATERIAL,                               01432 19
*SETTING        SMALL GROUP ≥1-12 STUDENTS•  COLLEGE                      01432 10
*MATERIALS      INSTRUMENTS OF ALL TYPES,  SPECIALLY PREPARED ARRANGEMENTS01432  5
*LEVEL          BLANK                                                     01432  8
*GENERAL        ALL CANDIDATES                                            01432  7
*HOURS          3                                                         01432  6
```

```
*EVALUATION    TAPE RECORD PERFORMANCES AFTER SUCCESSFUL EXPERIENCE,      01432 23
               REPLAY AND DISCUSS RECORDINGS,                              01432 24
*FILE          HUMANITIES  MUSIC LAB  PERFORMING MUSIC                     01432  9
```

```
*OBJECTIVES    AURALLY DISCRIMINATE FROM IN MUSIC  VERBALLY RELATE FORM  01433 26
               AS BASIS OF ORGANIZATION IN MUSIC TO OTHER ARTS,           01433 27
*PREREQUISITE LECTURES XVI AND XVII - EXPERIENCE MODULE 1431,             01433 28
*EXPERIENCE    LECTURES XVIII AND XIX  FOHM IN MUSIC:  A BASIS FOR        01433 11
               LISTENING  READING ASSIGNMENT:  PORTNOY, JULIUS, MUSIC IN 01433 12
               THE LIFE OF MAN, CHAPTER IV AND PP, 75-77,  DISCUSSION:   01433 13
               HUMAN EXPERIENCE LEVEL AS A BASIS FOR LISTENING IS        01433 14
               LIMITED.  FEELING LEVEL OF EXPERIENCE OFFERS MORE, BUT IS 01433 15
               HIGHLY PERSONLIZED,  NEED FOR OTHER BASIS FOR             01433 16
               PARTICIPATURY LISTENING IS OBVIOUS,  THE WAY MUSIC IS     01433 17
               ORGANIZED PROVIDES A BASIS FOR MUSIC OF GREATER           01433 18
               ABSTRACTION,  INDICATE FROM IN OTHER ARTS,  THREE PART    01433 19
               FORM:  THE ROLE OF REPITITION AND CONTRAST,  VIEW FILM,   01433 20
               TERNARY FOHM  LISTENING:  EXTENSIVE EXPERIENCE IN         01433 21
               LISTENING TO 3 PART FORMS CULMINATING IN THE EXTENSIVE    01433 22
               SONATA FORM - A+ ELLINGTON - PRELUDE TO A KISS, B+ DEBUSSY01433 23
               EN LA BATEAU C+ MOZART - MINUET D+ BEETHOVEN - SONATINA,  01433 24
               BERNSTEIN - TONIGHT                                       01433 25
*SETTING       LARGE GROUP  COLLEGE                                      01433 10
*MATERIALS     KINESCOPE - TERNARY FORM, NET 29 MINUTES+ TAPED EXCERPTS  01433  5
               FOR LISTENING                                             01433
*LEVEL         BLANK                                                     01433  8
*GENERAL       ALL CANDIDATES                                            01433  7
*HOURS         2                                                         01433  6
*EVALUATION    IDENTIFY SECTIONS OF MUSICAL COMPOSITION IN RELATION TO   01433 29
               THE WHOLE                                                 01433 30
*FILE          HUMANITIES  MUSIC  3 PART FORM                            01433  9
```

```
*OBJECTIVES    FEELINGFUL INVOLVEMENT IN MUSIC IMPROVISATION AND CREATION01434 17
*PREREQUISITE LABORATORIES 9, 10 AND 11 - EXPERIENCE MODULE 1432         01434 18
*EXPERIENCE    LABORATORIES 12, 13, AND 14  IMPROVISATIUN AND CREATION   01434 11
               EXPERIENCE IN NOTATING SOUNDS AFTER CREATING,             01434 12
               IMPROVISATION WITH EXPANDING MATERIALS OF TONE AND TIME,  01434 13
               REDUCTION OF RESTRICTIONS,  ELEMENTS OF CONTRAST AS       01434 14
               ADJUNCT TO FORM: MODULUTION, DYNAMICS, MELODIC            01434 15
               CHARACTERISTICS, INSTRUMENTATION,                         01434 16
*SETTING       SMALL GROUP 21-12 STUDENTS+  COLLEGE                      01434 10
*MATERIALS     EXTENSIVE INSTRUMENTS OF PITCH AND PERCUSSION,  STRING    01434  5
               BASS PIANO                                                01434
*LEVEL         BLANK                                                     01434  8
*GENERAL       ALL CANDIDATES                                            01434  7
*HOURS         3                                                         01434  6
*EVALUATION    SUCCESSFUL IMPROVISATION EXPERIENCES,  TAPE RECORD AND    01434 19
               DISCUSS                                                   01434 20
*FILE          HUMANITIES  MUSIC LAB  IMPROVISATION                      01434  9
```

```
*OBJECTIVES    AURALLY DISCRIMINATE SECTIONS AND THEMES OF EXTENDED 3    01435 17
               PART FORM                                                 01435 18
*PREREQUISITE LECTURES XVIII AND XIX - EXPERIENCE MODULE 1433            01435 19
*EXPERIENCE    LECTURE XX  FORM IN MUSIC: A BASIS FOR LISTENING          01435 11
               DISCUSSION:  EXTENDED 3 PART FORM,  THE FORM OF LARGE     01435 12
               COMPOSITIONS,  INDICATE ELEMENTS OF SONATA FORM,  SHOW    01435 13
               BALANCE OF TOTAL WORK,  LISTENING:  THEME DIRECTED AND    01435 14
               SECTION DIRECTED LISTENING:  MOZART SYMPHONY #40 G MINOR  01435 15
```

```
                1ST MOVEMENT  BEETHOVEN SYMPHONY #1 C MAJOR 1ST MOVEMENT  01435 16
*SETTING        LARGE GROUP  COLLEGE                                      01435 10
*MATERIALS      TAPED EXCERPTS AND TOTAL FIRST MOVEMENT RECORDINGS,       01435  5
*LEVEL          BLANK                                                     01435  8
*GENERAL        ALL CANDIDATES                                            01435  7
*HOURS          1                                                         01435  6
*EVALUATION     IDENTIFY ELEMENTS IN SONATA FORM;  THEMES AND SECTIONS,   01435 20
*FILE           HUMANITIES  MUSIC  3 PART FORM                            01435  9
```

```
*OBJECTIVES     TO BE ABLE TO IDENTIFY CHANGING MUSIC ELEMENTS AND        01436 18
                MATERIALS OF 20TH CENTURY MUSIC,                          01436 19
*PREREQUISITE LECTURE XX - EXPERIENCE MODULE 1435                         01436 20
*EXPERIENCE     LECTURE XX;  MUSIC TODAY  READING ASSIGNMENT;  MACHLIS, L.01436 11
                THE INTRODUCTION TO CONTEMPORARY MUSIC, CHAP, I,          01436 12
                DISCUSSION;  IDENTIFY TRENDS OF MUSIC IN THE 20TH CENTURY,01436 13
                DIRECTIONS OF TODAYSS MUSIC,  ATONAL, ARHYTHMIC,          01436 14
                POLYTONAL, POLYRHYTHMIC, NEW SOUNDS  LISTENING;  DIRECTED 01436 15
                LISTENING TO;  STOCKHAUSEN, CAGE, COWELL, POULENC, VARESE,01436 16
                DALLAPICCOLA, ORFF, COLTRAINE                             01436 17
*SETTING        LARGE GROUP  COLLEGE                                      01436 10
*MATERIALS      TAPED EXCERPTS WITH CUED LISTENING DIRECTIONS,  CUE SHEETS01436  5
                FOR STUDENTS,                                             01436
*LEVEL          BLANK                                                     01436  8
*GENERAL        ALL CANDIDATES                                            01436  7
*HOURS          1                                                         01436  6
*EVALUATION     SUCCESSFUL EXPERIENCE IN DISCRIMINATING MUSICAL ELEMENTS  01436 21
                WHICH ARE BEING MANIPULATED DIFFERENTLY IN 20TH CENTURY   01436 22
                MUSIC,                                                    01436 23
*FILE           HUMANITIES  MUSIC  MUSIC TODAY                            01436  9
```

HUMANITIES II, PART 1

THE QUESTION OF VALUE

INTRODUCTION

The humanities necessarily involve the student with the "question of value." It is essential that the citizen teacher learn to distinguish between emperical facts--descriptive statements about things--and ethical meanings--prescriptive statements for and against things. At the same time such a distinction should not lead to an over-emphasis on factual knowledge, simply because it is objective and thus easier to transmit. The student should be encouraged to learn what other men and ages hold dear, a knowledge which is factual in character. But in addition, students should be encouraged to develop their own ethical views in the caldron of intellectual debate. Affective responses by students as well as cognitive growth can be cultivated in planned classroom experiences. This is the goal of Part I in the second year of Humanities.

The component of humanities begins by raising the question "What do we live for?" A parable from Franz Kafka and two personal statements about the value of the humanistic enterprise are assigned. These readings and discussions serve the purpose of setting the tone of the course. If life is a puzzle, how is it put together? If there is no single authority which men may trust as the source for their moral values, how do men put together consistent ethical patterns by which practical moral decisions are made? One response open to modern man is withdrawal, moral disengagement. So the second experience is a reading and analysis of Camus' The Stranger, a novelistic treatment of this option.

The center experiences come in sections C and D in which the students read six classical statements of ethical positions and two modern critiques of traditional ethics. For each reading the students write a precis of the position to present in class discussion. A short essay on classical ethics is also required. The emphasis is placed not only on accurate knowledge of these schools of ethics, but also on the students' response to these positions as related to contemporary ethical dilemmas.

Section E, "Problems of Value" provides the student with the opportunity to pursue one ethical problem, e.g., Man and the State, on a team of three or four students working on a tutorial basis with the instructor. The content of the assigned readings is mostly from fiction, but also includes a philosophical or theological treatment of the problem and a movie which deals with the theme. Using the literary and philosophical materials as the primarily sources, each student writes a position paper dealing with the chosen problem. Reading and criticizing such a paper may be done in the tutorial sessions.

SYLLABUS

A. INTRODUCTION: WHAT DO WE LIVE FOR?
Franz Kafka, Before the Law, A Parable
Lincoln Steffens, I Become a Student
Douglas Bush, The Humanities

B. CONTEMPORARY STATEMENT OF MORAL DISENGAGEMENT
Albert Camus, The Stranger

C. CLASSICAL ETHICAL POSITIONS
Plato, Protagoras, Republic (Bk. IV, XII, XIII, XIV)
Aristotle, Nichomachean Ethics, (BK.I, II, X)
Epicurius, Letters to Herodotus and Menoeceus
M. Aurelius, Meditations (Selections)
Bible, Exodus, Amos, Matthew
Augustine, Enchiridion (Selections) & City of God (Selections)

D. MODERN CRITIQUE OF TRADITIONAL ETHICS: TWO VIEWS
Nietzsche, Will to Power and Beyond Good and Evil (Selections)
G. E. Moore, Principia Ethica (Preface & pp 1-21)

E. PROBLEMS OF VALUE (Student Chooses one of the Problems)

1. Man and the State
   George Orwell, Shooting an Elephant
   Plato, Crito
   E. B. White, The Family Which Dwelt Apart
   J. S. Mill The Limits of Government Interference
   Movie: A Man for All Seasons

2. Man and Self-Knowledge
   Montaigne, On Repentence (BK III, ch 2, Essays)
   Walt Whitman, One's-Self I Sing
   Winthrop Sargent, Humility, Concentration & Gusto

Jean-Paul Sartre, No Exit
Leo Tolstoy, The Death of Ivan Ilyich
F. M. Cornford, Before and After Socrates (pp. 29-53)
Movie: Bergmann, The Seventh Seal

3. Man and Neighbor
   J. S. Mill, On Liberty
   Mary McCarthy, Artists in Uniform
   John Updike, A & P
   Bertolt Breckt, The Caucasian Chalk Circle
   Martin Buber, I and Thou
   Movie: Judgment at Nuremberg

4. Man and Faith
   Blaise Pascal, "Man's Disproportion" from Pensees
   William Blake, The Tiger
   Gustav Flaubert, A Simple Heart
   Par Lagerkvist', Barabbas
   Paul Tillich: Dynamics of Faith
   Movie: Bergmann, The Silence (1963)

```
*OBJECTIVES    ORIENT THE SUTDENT TOWARD THE ATTITUDES AND WORK REQUIRED 02090 24
               BY THE COURSE,                                            02090 25
*PREREQUISITE  HUMANITIES I                                              02090 26
*EXPERIENCE    HUMANITIES II PART I: OPENING LECTURE (WHAT DO WE LISE FOR02090 11
               STUDENTS WILL LISTEN TO OPENING REMARKS WHICH OUTLINE THE 02090 12
               GOALS OF THE COURSE,  MAN IS THE ANIMAL WHICH ASKS THE    02090 13
               QUESTION ABOUT HIMSELF: (WHO AM I^ (WHAT SHOULD I LIVE FOR02090 14
               IMPLICIT IS THE QUESTION OF VALUE,  THE STUDENT WILL BE   02090 15
               ENCOURAGED TO ASK THIS QUESTION FOR HIMSELF,  AS AN AID   02090 16
               THE TRADITION OF WESTERN MAN, (THE HUMANITIES,( ARE GUIDES02090 17
               IN THE QUEST FOR VALUE,  THE IMPORTANCE OF AN OPEN MIND   02090 18
               AND SUSPENDED JUDGMENT WILL BE BALANCED AGAINST THE       02090 19
               EQUALLY IMPORTANT DEMAND FOR PASSION AND COMMITMENT IN    02090 20
               LIFE,  AFTER THE EXPERIENCE OF HUMANITIES I, THE STUDENT  02090 21
               IS READY TO DEAL WITH THIS CHARACTERISTIC ISSUE AND OTHERS02090 22
               RAISED BY WESTERN MAN,                                    02090 23
*SETTING       LARGE GROUP  COLLEGE                                      02090 10
*MATERIALS     BLANK                                                     02090  5
*LEVEL         ALL GRADES                                                02090  8
*GENERAL       ALL CANDIDATES                                            02090  7
*HOURS         BLANK                                                     02090  6
*EVALUATION    SUCCESSFUL COMPLETE OF ALL MODULES,                       02090 27
*FILE          OPENING LECTURES  QUESTION OF VALUE  ATTITUDES * WORS     02090  9
               REQUIRED                                                  02090
```

```
*OBJECTIVES    1, TO ENGAGE THE STUDENT IN CONSIDERATION AS TO THE       02091 26
               EDUCATIONAL FUNCTION OF THE HUMANITIES,  2, TO INTRODUCE  02091 27
               THREE DIFFERENT, YET PARALLEL STATEMENTS ABOUT THE        02091 28
               PERSONAL VALUE OF LIFE,                                   02091 29
*PREREQUISITE  MODULE 2090                                               02091 30
*EXPERIENCE    HUMANITIES II PART I, A, INTRODUCTION: (WHAT DO WE LIVE   02091 11
               FOR^( READING ASSIGNMENT: FRANZ KAFKA, BEFORE THE LAW, A  02091 12
               PARABLE LINCOLN STEFFENS, I BECOME A STUDENT DOUGLAS BUSH,02091 13
               THE HUMANITIES THESE ARE ORIENTATION ARTICLES,  THE       02091 14
               STUDENT SHALL READ THEM WITH A EYE TO THE QUESTIONS THEY  02091 15
               RAISE ABOUT THEIR OWN EDUCATIONAL AND LIFE GOALS,         02091 16
               QUESTIONS TO CONDSIDER: 1, WHY DOESN≤T THE SEEKER IN      02091 17
               KAFKA≤S PARABLE ENTER THE GATE^  2, WAS STEFFENS          02091 18
               EXPERIENCE AS A STUDENTS AT BERKELEY UNIQUE, OR ARE THERE 02091 19
               PARALLELS IN THEIR OWN LIFE^  3, WHAT DOES STEFFENS MEAN  02091 20
               WHEN HE SAYS (HISTORIAN DON≤T KNOW ANYTHING WITH          02091 21
               CERTAINTY^(  4, WHAT HAS HAPPENED, ACCORDING TO BUSH, TO  02091 22
               THE SCHOLARLY STUDY OF THE HUMANITITES^  5, IS BUSH≤S VIEW02091 23
               OF EDUCATION RELEVANT TO THE CONTEMPORARY NEEDS OF OUR    02091 24
               SOCIETY FOR A BETTER EDUCATED TOTAL COMMUNITY^            02091 25
*SETTING       INDEPENDENT  COLLEGE                                      02091 10
*MATERIALS     BLANK                                                     02091  5
*LEVEL         ALL GRADES                                                02091  8
*GENERAL       ALL CANDIDATES                                            02091  7
*HOURS         2                                                         02091  6
*EVALUATION    1, QUIZ ON THE READINGS,  2, DISCUSSION IN SMALL GROUPS   02091 31
               OF THE ISSUES RAISED IN THE READINGS,                     02091 32
*FILE          READING ASSIGNMENT  ORIENTATION  HUMANITIES,              02091  9
```

```
*OBJECTIVES    SAME AS MODULE 2091                                       02092 17
*PREREQUISTIE  2091                                                      02092 18
*EXPERIENCE    HUMANITIES II PART I, A, INTRODUCTION: (WHAT DO WE LIVE   02092 11
               FOR^( CLASS DISCUSSION,  SMALL GROUP DISCUSSION OF THE    02092 12
               READINGS AND QUESTIONS RAISED IN MODULE 2091,  STUDENT    02092 13
               WILL BRING TO CLASS A DEFENSE OR CRITIQUE OF ONE OF THE   02092 14
               READINGS IN THE PREVIOUS MODULE IN ORDER TO PRESENT IT TO 02092 15
               THE CLASS,                                                02092 16
*SETTING       SMALL GROUP ≥1-12 STUDENTS↑  COLLEGE                      02092 10
*MATERIALS     BLANK                                                     02092  5
*LEVEL         ALL GRADES                                                02092  8
*GENERAL       ALL CANDIDATES                                            02092  7
*HOURS         1                                                         02092  6
*EVALUATION    ACTUAL PRESENTATION OF STUDENT≤S VIEWS IN CLASS DISCUSSION02092 19
*FILE          DISCUSSION  ORIENTATION  HUMANITIES                       02092  9
```

```
*OBJECTIVES    1. TO FACE A ARTISTIC TREATMENT OF MODERN NIHILISM           02093 19
               2. TO WRITE A REASONED REAACTION BY DESCRIBING THE          02093 20
               CENTRAL PROBLEM OF THE NOVEL,                                02093 21
*PREREQUISITE PREVIOUS MODULES,                                              02093 22
*EXPERIENCE    HUMANITIES II PART I, B, A CONTEMPORARY STATEMENT OF MORAL02093 11
               DISENGAGEMENT READING ASSIGNMENT! ALBERT CAMUS, THE          02093 12
               STRANGER THE [QUESTION OF VALUE[ REACHES A CRISIS IN         02093 13
               CONTEMPORARY LIFE,  THAT CRISIS IS EXPRESSED BY CAMUSS       02093 14
               NOVEL, THE STRANGER,  THE STUDENT IS TO READ THE NOVEL AND02093 15
               WRITE A PRECIS OF THE CENTRAL PROBLEM OF THE NOVEL AS THE 02093 16
               STUDENT SEES IT,  THE PRECIS NEED NOT BE MORE THAN A LONG 02093 17
               PARAGRAPH,                                                   02093 18
*SETTING       INDEPENDENT  COLLEGE                                         02093 10
*MATERIALS     BLANK                                                        02093  5
*LEVEL         ALL GRADES                                                   02093  9
*GENERAL       ALL CANDIDATES                                               02093  7
*HOURS         4                                                            02093  6
*EVALUATION    QUIZ ON THE NOVEL, ITS MAIN CHARACTERS, ITS PLOT, ITS        02093 23
               POINT OF VIEW AND ITS SYMBOLS,  PRECIS WRITTEN FOR CLASS    02093 24
               DISCUSSION                                                   02093 25
```

```
*OBJECTIVES    SAME AS MODULE 2093, IN ADDITION TO BUILD MOTIVATION FOR    02094 22
               PART [C[ OF COURSE,                                          02094 23
*PREREQUISITE MODULE 2093                                                    02094 24
*EXPERIENCE    HUMANITIES II PART I, B, A CONTEMPORARY STATEMENT OF         02094 11
               MORAL DISENGAGEMENT CLASS DISCUSSION OF CAMUSS THE          02094 12
               STRANGER,  STUDENTS WILL READ THEIR PRECIS OF THE CENTRAL 02094 13
               PROBLEM OF THE NOVEL.  THEY WILL CRITICIZE EACH OTHERSS     02094 14
               WORK AND PROPOSE WAYS IN WHICH THE PRECIS MAY BE IMPROVED.02094 15
               THE CLASS WILL RELATE THEIR READING OF THE NOVEL WITH THE 02094 16
               PROBLEMS OF HUMAN VALUE AND RESPONSIBLITY IN A MASS         02094 17
               SOCIETY.  THE INSTRUCTOR WILL SUGGEST THE NEED FOR LOOKING02094 18
               AT THE TRADITIONAL ETHICAL VIEWS THAT UNDERLIE THE SOCIAL 02094 19
               MORES OF CONTEMPORARY MAN+ THUS BUILDING THE STEP TO PART 02094 20
               [C[ OF THE COURSE,                                           02094 21
*SETTING       SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                         02094 10
*MATERIALS     BLANK                                                        02094  5
*LEVEL         ALL GRADES                                                   02094  8
*GENERAL       ALL CANDIDATES                                               02094  7
*HOURS         2                                                            02094  6
*EVALUATION    QUIZ ON NOVEL AND REWRITTEN PRECIS                           02094 25
*FILE          CAMUSS STRANGER  CLASS DISCUSSION  PRECIS                    02094  9
```

```
*OBJECTIVES    ≥1+ THE STUDENT SHOULD RECOGNIZE THE BASIC CONVENTIONS       02095 30
               OF ETHICAL SYSTEMS,  ≥2+ THE STUDENT SHOULD DEVELOP A        02095 31
               WILLINGNESS TO RECEIVE AND RESPOND TO THE CLASSIC ETHICAL 02095 32
               POSITIONS OF WESTERN MAN,                                    02095 33
*PREREQUISITE HUMANITIES I                                                   02095 34
*EXPERIENCE    C, CLASSICAL ETHICAL POSITIONS INTRODUCTORY LECTURE!         02095 11
               [ETHICS! WHAT IS THE GOOD-[ THE INSTRUCTOR SHALL             02095 12
               DEMONSTRATE THAT CERTAIN [BASIC ISSUES[ ARE COMMON TO ALL 02095 13
               AGES OF WESTERN MAN,  THIS LECTURE WILL OUTLINE THE          02095 14
               NATURE OF THE COURSE BY SHOWING HOW THE DIVISIONS OF THE    02095 15
               COURSE ARE CHARACTERISTIC WAYS WESTERN MAN HAS ASKED        02095 16
               QUESTIONS OF VALUE,  THE QUESTIONS WERE ORIGINALLY          02095 17
               PLATOSS, AND THE STUDENT SHOULD SEE THAT A TRADITION OF     02095 18
               DISCOURSE HAS GROWN UP AROUND BASIC HUMAN QUESTIONS, A      02095 19
               TRADITION OF WHICH HE IS A PART,  THE COURSE WILL           02095 20
               ENCOURAGE STUDENTS TO BECOME INVOLVED WITH THE SEARCH FOR 02095 21
               VALUES BY! 1+ LEARNING THE CLASSIC SYSTEMS OF ETHICS:       02095 22
               PLATONIC, ARISTOTELIAN, EPICUREAN, STOIC, AND CHRISTIAN,    02095 23
               2+ DEVELOPING A TOLERANCE FOR THE WIDE VARIETY OF ETHICAL 02095 24
               VIEWS,  3+ GENERALIZING AND TESTING HIS OWN ETHICAL         02095 25
               PRESUPPOSITIONS,  THE INSTRUCTOR WILL BEGIN BY OUTLINING    02095 26
               THE METHODOLOGY OF VALUE ANALYSIS+ THUS PROVIDING THE       02095 27
               STUDENT WITH AN AID IN EVALUATING FOREIGN AND PERSONAL      02095 28
               VALUES,                                                    02095 29
*SETTING       LARGE GROUP  COLLEGE                                       02095 10
*MATERIALS     BLANK                                                      02095  5
*LEVEL         ALL GRADES                                                 02095  8
*GENERAL       ALL CANDIDATES                                             02095  7
*HOURS         1                                                          02095  6
*EVALUATION    PREPARATION FOR AN ESSAY ON PERSONAL ETHICS TO BE          02095 35
               COMPLETED BY THE END OF MODULE 2109,  THE PARTICIPATION OF02095 36
               THE STUDENT IN THE DISCOURSE WITH INSTRUCTOR AND PEERS IN 02095 37
               THE DISCUSSIONS WHICH FOLLOW SHOULD REVEAL THE DEGREE OF  02095 38
               WILLINGNESS TO RESPOND TO ETHICAL CONCERNS,               02095 39
*FILE          INTRODUCTION  ETHICS  CLASSIC VALUE SYSTEMS,               02095  9
```

```
*OBJECTIVES    ≥1+ FAMILIARITY WITH THE PLATONIC ETHICAL SYSTEM^          02096 22
               ≥2+ CAPACITY TO DISCUSS THE ABOVE QUESTIONS,               02096 23
*PREREQUISITE  MODULE 2095                                                02096 24
*EXPERIENCE    ETHICS,  REQUIRED READING: PLATO, PROTAGORAS,              02096 11
               ≥4,K, G. GUTHRIE TRANSLATION, PP, 87-100+ REPUBLIC,        02096 12
               CH, IV [IS INJUSTICE MORE PROFITABLE THAN JUSTICE^[        02096 13
               CH, XII [THE VIRTUES IN THE STATE,[  CH, XIII [THE THREE   02096 14
               PARTS OF THE SOUL[  CH, XIV [THE VIRTUES IN THE            02096 15
               INDIVIDUAL,[  ≥F)M,CORNFORD, TRANSLATION+ STUDENT WILL     02096 16
               KEEP THESE QUESTIONS IN MIND: 1, IN PLATOSS ETHICS, WHAT   02096 17
               IS MANSS PROPER FUNCTION^ HOW IS IT RELATED TO HIS MORAL   02096 18
               WORTH^ 2, WHAT IS THE DIFFERENCE BETWEEN PLATO AND THE     02096 19
               SOPHISTS^ 3, WHAT IS THE RELATIONSHIP BETWEEN [INDIVIDUAL  02096 20
               VIRTUE[ AND THE VIRTUES OF THE STATE[^                     02096 21
*SETTING       INDEPENDENT  COLLEGE                                       02096 10
*MATERIALS     BLANK                                                      02096  5
*LEVEL         ALL GRADES                                                 02096  8
*GENERAL       ALL CANDIDATES                                             02096  7
*HOURS         4                                                          02096  6
*EVALUATION    QUIZ ON PRUTAGORAS AND REPUBLIC ASSIGNMENT,                02096 25
*FILE          REQUIRED READING  PLATO  ETHICS                            02096  9
```

```
*OBJECTIVES    ≥1+ FAMILIARITY WITH THE PLATONIC SYSTEM,  ≥2+ INSIGHT     02097 19
               INTO THE PROCESS OF ETHICAL DISCOURSE,  ≥3+ RECOGNITION    02097 20
               OF ETHICS AS A FACTOR IN BEHAVIORAL CHANGE,                02097 21
*PREREQUISITE  MODULE 2096                                                02097 22
*EXPERIENCE    CLASS DISCUSSION: THE PLATUNIC SYSTEM OF ETHICS,  THE      02097 11
               INSTRUCTOR WILL OUTLINE MAJOR POINTS PLATO HAS SOCRATES    02097 12
               MAKE IN THE ASSIGNED READING, AND THEN ENCOURAGE ANALYSIS  02097 13
               BY QUESTIONS LEADING TO DIALOGUE WITH STUDENTS,  STUDENTS  02097 14
               SHOULD CONTRAST AND COMPARE PLATO WITH CONTEMPORARY        02097 15
               POSITIONS ALREADY KNOWN TO THEM,  DISCUSSION OF RELATION   02097 16
               OF PLATOSS VIEWS TO HUMAN BEHAVIOR, IN RESPONSE TO         02097 17
               QUESTIONS IN MODULE 2091,                                  02097 18
*SETTING       SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                       02097 10
*MATERIALS     BLANK                                                      02097  5
*LEVEL         ALL GRADES                                                 02097  8
*GENERAL       ALL CANDIDATES                                             02097  7
*HOURS         4                                                          02097  6
*EVALUATION    ≥1+ INVOLVEMENT IN DISCUSSION,  ≥2+ INSIGHTS RECORDED AND  02097 23
               ANALYZED IN ESSAY WRITTEN FOR MODULE 2109                  02097 24
*FILE          DISCUSSION  ETHICS  PLATO                                  02097  9
```

```
*OBJECTIVES    ≥1+ FAMILIARITY WITH ARISTUTLESS ETHICS,  ≥2+ CAPACITY TO  02098 19
               DISCUSS THE ABOVE QUESTIONS,                               02098 20
```

```
*PREREQJISITE MODULE 2097                                             02098 21
*EXPERIENCE   ETHICS,  REQUIRED READING ASSIGNMENT; ARISTOTLE          02098 11
              NICHOMACHEAN ETHICS ≥W,D,ROSS, TRANSLATION+ BOOK I,      02098 12
              BOOK II, BOOK X ≥COMPLETE+ QUESTIONS FOR READING: 1, HOW 02098 13
              DOES ARISTOTLE USE THE TERM (VIRTUE( ≥ARETE+^ 2, WHAT    02098 14
              DOES ARISTOTLE DEFINE AS THE GOAL ≥TELOS+ OF HUMAN       02098 15
              ACTIVITY^ 3, DISTINGUISH BETWEEN (GOLDEN MEAN( AND       02098 16
              (ABSOLUTE MEAN,(  4, WHAT ARE THE FUNCTIONS OF (MORAL    02098 17
              VIRTUE( AND (INTELLECTUAL VIRTUE(^                       02098 18
*SETTING      INDEPENDENT  COLLEGE                                     02098 10
*MATERIALS    BLANK                                                    02098  5
*LEVEL        ALL GRADES                                               02098  8
*GENERAL      ALL CANDIDATES                                           02098  7
*HOURS        4                                                        02098  6
*EVALUATION   QUIZ ON ASSIGNED BOOKS OF THE NICHOMACHEAN ETHICS        02098 22
*FILE         REQUIRED READING  ARISTOTLE  ETHICS                      02098  9
```

```
*OBJECTIVES   ≥1+ FAMILIARITY WITH ARISTOTLE≤S CONCEPT OF THE GOLDEN   02099 20
              MEAN,  ≥2+ WILLINGNESS TO DISCUSS AND ANALYZE WAYS       02099 21
              ARISTOTLE≤S VIEWS ARE RELEVANT TO CONTEMPORARY BEHAVIOR  02099 22
              PATTERNS,                                                02099 23
*PREREQJISITE MODULE 2098                                             02099 24
*EXPERIENCE   ETHICS,  CLASS DISCUSSION: THE ARISTOTELIAN DEFINITION   02099 11
              OF HAPPINESS,  THE INSTRUCTOR WILL LEAD A DISCUSSION OF  02099 12
              THE ARISTOTOLIAN CONCEPTS OF (HAPPINESS( AND THE (GOLDEN 02099 13
              MEAN(,  WHAT IS THE RELATIONSHIP BETWEEN ARISTOTLE≤S     02099 14
              PSYCHOLOGICAL THEORY AND HIS ETHICS^ EXPLORE THE NOTION  02099 15
              THAT (ALL MEN AIM AT SOME GOAL(.  IN WHAT SENSE IS MORAL 02099 16
              ACTIVITY ALWAYS A SOCIAL ACTIVITY^ STUDENTS SHOULD BE    02099 17
              PREPARED TO DISCUSS AND ANALYZE WHAT CONTRIBUTIONS       02099 18
              ARISTOTLE MAKES TO AN UNDERSTANDING OF HUMAN BEHAVIOR,   02099 19
*SETTING      SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                     02099 10
*MATERIALS    BLANK                                                    02099  5
*LEVEL        ALL GRADES                                               02099  8
*GENERAL      ALL CANDIDATES                                           02099  7
*HOURS        2                                                        02099  6
*EVALUATION   ≥1+ INVOLVEMENT IN DISCUSSION,  ≥2+ INSIGHTS RECORDED AND 02099 25
              ANALYZED IN ESSAY WRITTEN FOR MODULE 2109                02099 26
*FILE         DISCUSSION  ETHICS  ARISTOTLE                            02099  9
```

```
*OBJECTIVES   ≥1+ FAMILIARITY WITH THE ETHICS OF EPICURUS ≥2+ TOLERANCE 02100 20
              FOR AND ANALYSIS OF A VARIANT ETHICAL SYSTEM,            02100 21
              ≥3+ CAPACITY TO DISCUSS THE ABOVE QUESTIONS,             02100 22
*PREREQJISITE MODULE 2099                                             02100 23
*EXPERIENCE   ETHICS, REQUIRED READING: EPICURUS FROM: EPICURUS, THE   02100 11
              EXTANT REMAINS ≥TR, CYRIL BAILEY, OXFORD, 1926+ (THE     02100 12
              LETTER TO HERODOTUS( (THE LETTER TO MENOECEUS( QUESTIONS 02100 13
              FOR READING ASSIGNMENT: 1, WHAT DID EPICURUS MEAN BY THE 02100 14
              STATEMENT (PRUDENCE IS MORE PRECIOUS THAN PHILOSOPHY^(   02100 15
              2, HOW DOES THE ATOMISTIC METAPHYSICS FIT INTO EPICURUS≤ 02100 16
              ETHICAL THEORY^ 3,  WHAT ARE EPICURUS≤ ARGUMENTS AGAINST 02100 17
              THE PLEASURES OF THE SENSES^ 4, WHAT IS THE RELATIONSHIP 02100 18
              BETWEEN (FATE( AND (FREEDOM( IN EPICURUS≤ SYSTEM^        02100 19
*SETTING      INDEPENDENT  COLLEGE                                     02100 10
*MATERIALS    BLANK                                                    02100  5
*LEVEL        ALL GRADES                                               02100  8
*GENERAL      ALL CANDIDATES                                           02100  7
*HOURS        2                                                        02100  6
*EVALUATION   QUIZ ON EPICURUS≤ (LETTERS(                              02100 24
*FILE         REQUIRED READING  ETHICS  EPICURUS                       02100  9
```

```
*OBJECTIVES    ≥1↑ FAMILIARITY WITH EPICUREANISM,  ≥2↑ CAPACITY TO GIVE  02101 19
               CONTROLLED OR SELECTED ATTENTION TO THE DETAILS OF A      02101 20
               PHILOSOPHICAL ARGUMENT,                                   02101 21
*PREREQUISITE MODULE 2100                                                02101 22
*EXPERIENCE    ETHICS, CLASS DISCUSSION; EPICUREANISM,  THE INSTRUCTOR   02101 11
               IS TO INVOLVE THE STUDENTS IN A DISCUSSION OF THIS        02101 12
               CLASSICAL FORM OF HEDONISM,  WHAT ARE THE ARGUMENTS FOR   02101 13
               AND AGAINST THE [PLEASURE PRINCIPLE^[ HOW DOES EPICURUS≤  02101 14
               VIEWS DIFFER FROM THE [EAT, DRINK, AND BE MERRY[ SCHOOL OF02101 15
               HEDONISM^ WHAT IS THE RELATIONSHIP BETWEEN FREEDOM AND    02101 16
               FATE IN EPICUREANISM^ THE STUDENTS ARE TO COMPARE AND     02101 17
               CONTRAST EPICUREANISM WITH THEIR OWN VALUES,              02101 18
*SETTING       SMALL GROUP ≥1=12 STUDENTS↑  COLLEGE                      02101 10
*MATERIALS     BLANK                                                     02101  5
*LEVEL         ALL GRADES                                                02101  8
*GENERAL       ALL CANDIDATES                                            02101  7
*HOURS         2                                                         02101  6
*EVALUATION    ≥1↑ INVOLVEMENT IN CLASS DISCUSSION,  ≥2↑ INSIGHTS AND    02101 23
               ANALYSIS RECORDED IN ESSAY WRITTEN FOR MODULE 2109        02101 24
*FILE          DISCUSSION  ETHICS  EPICURUS                              02101  9
```

```
*OBJECTIVES    ≥1↑ FAMILIARITY WITH MARCUS AURELIUS[ BRAND OF STOICISM   02102 20
               ≥2↑ CAPACITY TO DISCUSS THE ABOVE QUESTIONS,              02102 21
*PREREQUISITE MODULE 2101                                                02102 22
*EXPERIENCE    ETHICS, REQUIRED READING; MARCUS AURELIUS MARCUS AURELIUS,02102 11
               MEDITATIONS ≥TR, BY G,M,A,GRUBE↑ SELECTIONS,  QUESTIONS   02102 12
               FOR READING; 1, HOW DOES M,AURELIUS USE THE TERM          02102 13
               [NATURE[^ 2, WHAT IS STOIC APATHY^ HOW DOES IT CONNECT    02102 14
               WITH THE STOIC VIEW OF NATURE^ 3, WHY DOES THE STOIC      02102 15
               RECOMMED [VIRTUE FOR ITS OWN SAKE[^ 4, WHAT MOTIVATION    02102 16
               CAN THE STOIC CLAIM FOR CARRYING PUBLIC RESPONSIBILITY^   02102 17
               5, WOULD THE STOIC AGREE WITH PLATO≤S DEFINITION; [VIRTUE 02102 18
               IS KNOWLEDGE[^                                            02102 19
*SETTING       INDEPENDENT  COLLEGE                                      02102 10
*MATERIALS     BLANK                                                     02102  5
*LEVEL         ALL GRADES                                                02102  8
*GENERAL       ALL CANDIDATES                                            02102  7
*HOURS         2                                                         02102  6
*EVALUATION    QUIZ ON M, AURELIUS≤ MEDITATIONS,                         02102 23
*FILE          REQUIRED READING  ETHICS  MARCUS AURELIUS                 02102  9
```

```
*OBJECTIVES    ≥1↑ FAMILIARITY WITH STOICISM,  ≥2↑ WILLINGNESS TO TRY OUT02103 20
               AND TEST THE LOGIC OF AN ALIEN PHILOSOPHY,                02103 21
*PREREQUISITE MODULE 2102                                                02103 22
*EXPERIENCE    ETHICS, CLASS DISCUSSION; MARCUS AURELIUS AND STOICISM    02103 11
               THE INSTRUCTOR WILL INVOLVE THE STUDENTS IN A DISCUSSION  02103 12
               OF THE ESSENTIAL CHARACTERISTICS OF STOIC ETHICS, USING   02103 13
               THEIR KNOWLEDGE OF MARCUS AURELIUS AS A BASE,  WHAT DO THE02103 14
               STOICS SHARE IN COMMON WITH THE PLATONISTS^ WITH US^ WHAT 02103 15
               IS THE DIFFERENCE IN PUBLIC BEHAVIOR -- AT LEAST IN THEORY02103 16
               -- BETWEEN THE EPICUREAN AND THE STOIC^ THE STUDENT IS TO 02103 17
               EXAMINE THE STOIC CONCEPT OF VIRTUE AS IT MAY TEACH SOME  02103 18
               INSIGHTS INTO THE WAY HUMAN BEINGS BEHAVE,                02103 19
*SETTING       SMALL GROUP ≥1=12 STUDENTS↑  COLLEGE                      02103 10
*MATERIALS     BLANK                                                     02103  5
*LEVEL         ALL GRADES                                                02103  8
*GENERAL       ALL CANDIDATES                                            02103  7
```

```
*HOURS         2                                                     02103  6
*EVALUATION    ≥1↑ INVOLVEMENT IN DISCUSSION,  ≥2↑ INSIGHTS RECORDED AND 02103 23
               ANALYZED IN ESSAY WRITTEN FOR MODULE 2109             02103 24
*FILE          DISCUSSION  ETHICS  STOICISM                          02103  9
```

```
*OBJECTIVES    ≥1↑ FAMILIARITY WITH THE BIBLICAL PATTERN OF ETHICS AS    02104 20
               EXPRESSED IN EXODUS, AMOS AND SERMON ON THE MOUNT,        02104 21
               ≥2↑ CAPACITY TO DISCUSS THE ABOVE QUESTIONS,              02104 22
*PREREQUISITE MODULE 2103                                                02104 23
*EXPERIENCE    ETHICS,  REQUIRED READING! SELECTIONS FROM THE BIBLE,     02104 11
               FROM THE BIBLE ≥RSV TRANSLATION↑! THE BOOK OF EXODUS, THE 02104 12
               BOOK OF AMOS THE BOOK OF MATTHEW, QUESTIONS FOR READING!  02104 13
               1, WHAT IS THE CONNECTION BETWEEN SOCIAL AND RELIGIOUS LAW02104 14
               FOR THE HEBREWS^ 2, DOES HEBREW LAW VALUE PROPERTY OR     02104 15
               PERSONS HIGHER^ 3, WHAT IS AMOS≤ CONCEPT OF JUSTICE^ WHAT 02104 16
               WERE THE CONTENTS OF ISRAEL≤S SINS, ACCORDING TO AMOS^    02104 17
               4, WHAT ARE THE SIMILARITIES AND DIFFERENCES BETWEEN THE  02104 18
               10 COMMANDMENTS + THE (SERMON ON THE MOUNT(^              02104 19
*SETTING       INDEPENDENT  COLLEGE                                      02104 10
*MATERIALS     BLANK                                                     02104  5
*LEVEL         ALL GRADES                                                02104  8
*GENERAL       ALL CANDIDATES                                            02104  7
*HOURS         4                                                         02104  6
*EVALUATION    QUIZ ON READING ASSIGNMENT                                02104 24
*FILE          REQUIRED READING  ETHICS  BIBLE                           02104  9
```

```
*OBJECTIVES    ≥1↑ FAMILIARITY WITH BIBLICAL ETHICS,  ≥2↑ THE STUDENT    02105 21
               SHOULD DEVELOP THE OPEN MIND TO CONSIDER THE VARIATION OF 02105 22
               ETHICAL AUTHORITIES THAT DIVIDE THE CLASSIC FROM THE      02105 23
               BIBLICAL MIND,                                            02105 24
*PREREQUISITE MODULE 2104                                                02105 25
*EXPERIENCE    ETHICS, CLASS DISCUSSION! BIBLICAL SELECTIONS,  THE       02105 11
               INSTRUCTOR WILL LEAD THE STUDENTS IN A DISCUSSION OF THE  02105 12
               ESSENTIAL FEATURES OF! THE TEN COMMANDMENTS ≥EXODUS 19-23↑02105 13
               THE BOOK OF AMOS THE SERMON ON THE MOUNT, IN WHAT WAYS    02105 14
               DO BIBLICAL ETHICS VARY FROM GREEK AND ROMAN ETHICS^ HOW  02105 15
               DOES ETHICAL BEHAVIOR CHANGE ACCORDING TO THE SOURCE OF   02105 16
               AUTHORITY FOR THAT BEHAVIOR^ ARE THERE SUCH THINGS AS     02105 17
               (ETERNAL PRINCIPLES( WHICH NEVER CHANGE OR VARY FROM AGE  02105 18
               TO AGE AND FROM CULTURE TO CULTURE^ HOW WOULD THE HEBREW  02105 19
               PROPHET RESPOND TO ARGUMENTS FOR ETHICAL RELATIVISM^      02105 20
*SETTING       SMALL GROUP ≥1-12 STUDENTS↑  COLLEGE                      02105 10
*MATERIALS     BLANK                                                     02105  5
*LEVEL         ALL GRADES                                                02105  8
*GENERAL       ALL CANDIDATES                                            02105  7
*HOURS         4                                                         02105  6
*EVALUATION    ≥1↑ INVOLVEMENT IN DISCUSSION, ≥2↑ INSIGHTS AND ANALYSIS  02105 26
               RECORDED IN ESSAY FOR MODULE 2109                         02105 27
*FILE          DISCUSSION  ETHICS  BIBLE                                 02105  9
```

```
*OBJECTIVES    ≥1↑ FAMILIARITY WITH AUGUSTINE≤S CHRISTIAN PHILOSOPHY     02106 23
               ≥2↑ CAPACITY TO DISCUSS THE ABOVE QUESTIONS,              02106 24
*PREREQUISITE MODULE 2105                                                02106 25
*EXPERIENCE    ETHICS, READING ASSIGNMENT ≥REQUIRED↑ SAINT AUGUSTINE!    02106 11
               SELECTIONS FROM THE WORKS OF AURELIUS AUGUSTINE, M,DODS,  02106 12
               ED , PARTS OF ENCHIRIDIM AND THE CITY OF GOD QUESTIONS FOR02106 13
               READING! 1, WHAT IS AUGUSTINE≤S VIEW OF MAN≤S PREDICAMENT 02106 14
               IN THE WORLD^ 2, WHAT ROLE DOES THE (LOVE OF GOD( PLAY IN 02106 15
               AUGUSTINE≤S ETHICS^ 3, WHAT IS THE [PROBLEM OF EVIL[^      02106 16
               4, IS THERE A PARADOX IN AUGUSTINE≤S CONCEPTION OF         02106 17
               PREDESTINATION^ 5, CONTRAST THE [CITY OF MAN[ WITH THE     02106 18
               [CITY OF GOD,[  6, HOW DOES MAN PASS FROM THE CITY OF MAN 02106 19
               TO THE CITY OF GOD^ 7, HOW IS THE [VISION OF GOD[ A REWARD02106 20
               FOR FAITH[^ 8, WHAT ARE THEIR ROLES PLAYED BY [FAITH[ AND 02106 21
               [KNOWLEDGE[ IN AUGUSTINE≤S PHILOSOPHY^                    02106 22
*SETTING       INDEPENDENT  COLLEGE                                      02106 10
*LEVEL         ALL GRADES                                                02106  8
*MATERIALS     BLANK                                                     02106  5
*GENERAL       ALL CANDIDATES                                            02106  7
*HOURS         4                                                         02106  6
*EVALUATION    QUIZ ON READING ASSIGNMENT                                02106 26
*FILE          REQUIRED READING  ETHICS  AUGUSTINE                       02106  9
```

```
*OBJECTIVES    ≥1↑ FAMILARITY WITH AUGUSTINE≤S CHRISTIANITY PHILOSOPHY    02107 22
               ≥2↑ TOLERANCE FOR THE SUBLTIES OF THEOLOGICAL DISCOURSE    02107 23
               ≥3↑ CAPACITY TO CONTRAST AND COMPARE AUGUSTINE WITH        02107 24
               CONTEMPORAY ETHICAL VIEWS,                                 02107 25
*PREREQUISITE MODULE 2106 READING ASSIGNMENT ON AUGUSTINE,               02107 26
*EXPERIENCE    ETHICS: DISCUSSION ON AUGUSTINE THE INSTRUCTOR WILL LEAD  02107 11
               THE STUDENTS IN A DISCUSSION OF THE ESSENTIAL FEATURES OF 02107 12
               AUGUSTINE≤S ETHICS AS DESCRIBED IN HIS THEOLOGICAL SYSTEM.02107 13
               THE DISCUSSION WILL BEGIN WITH THE QUESTIONS RAISED FOR   02107 14
               READING ASSIGNMENT IN MODULE 012, THEN THE INSTRUCTOR WILL02107 15
               DIRECT THE DISCUSSION TO COMPARING THE STUDENT≤S VIEWS OF 02107 16
               CHRISTIAN ETHICS WITH THE CLASSIC STATEMENTS OF AUGUSTINE,02107 17
               QUESTIONS RAISED: ≥1↑ WHAT IS AUGUSTINE≤S AUTHORITY^       02107 18
               ≥2↑ WHAT IS AUGUSTINE≤S INFLUENCE ON WESTERN ETHICS^       02107 19
               ≥3↑ IS THERE SOMETHINGS PERMANENT IN AUGUSTINE≤S SYSTEM,   02107 20
               OR IS IT ONLY RELAVANT TO THE CLASSICAL AGE^               02107 21
*SETTING       SMALL GROUP ≥1-12 STUDENTS↑  COLLEGE                       02107 10
*MATERIALS     BLANK                                                     02107  5
*LEVEL         ALL GRADES                                                02107  8
*GENERAL       ALL CANDIDATES                                            02107  7
*HOURS         4                                                         02107  6
*EVALUATION    ≥1↑ INVOLVEMENT IN GROUP DISCUSSION ≥2↑ INSIGHTS ANALYZED  02107 27
               AND RECORDED IN ESSAY WRITTEN FOR MODULE 2109             02107 28
*FILE          DISCUSSION  ETHICS  AUGUSTINE                             02107  9
```

```
*OBJECTIVES    1. TO WITNESS HOW A TRAINED MIND CAN ≥A↑ COMPARE AND       02108 21
               CONTRAST A VARIETY OF PHILOSOPHICAL VIEWS, ≥B↑ AND         02108 22
               SUMMARIZE ARGUMENTS OF LARGE STRUCTURE AND IMPORT,        02108 23
               2. TO DEVELOP TOLERANCE FOR INTELLECTUAL DISCOURSE,       02108 24
*PREREQUISITE PREVIOUS MODULES                                           02108 25
*EXPERIENCE    HUMANITIES II PART I : SUMMARY LECTURE ON CLASSICAL       02108 11
               ETHICAL POSITIONS.  LISTEN TO INSTRUCTOR SUMMARIZE THE    02108 12
               PROGRESS OF CLASS DISCUSSION AND EXPLORATION OF THE       02108 13
               ETHICAL POSITIONS OF THE CLASSIC AGE,  THE STUDENT≤S WILL 02108 14
               BE ENCOURAGED TO TAKE NOTE OF THE CONSISTENCIES AND       02108 15
               INCONSISTENCIES OF THE CLASSICAL STATEMENTS STUDIED,  THE 02108 16
               QUESTION OF RELEVANCE TO OUR TIME WILL BE RAISED WITH     02108 17
               SPECIAL REFERENCE TO THE TWO CRITICAL VIEWS OF            02108 18
               TRADITIONAL ETHICS WHICH FOLLOW ≥NIETZSCHE AND            02108 19
               G.E. MOORE↑.                                              02108 20
*SETTING       LARGE GROUP  COLLEGE                                      02108 10
*MATERIALS     BLANK                                                     02108  5
*LEVEL         ALL GRADES                                                02108  8
*GENERAL       ALL CANDIDATES                                            02108  7
```

```
*HOURS          1                                                 02108  6
*EVALUATION     1, QUIZ ON LECTURE 2, INSIGHTS RECORDED IN ESSAY  02108 26
                ASSIGNMENT,                                       02108 27
*FILE           LECTURE  SUMMARY OF CLASSICAL ETHICS,             02108  9
```

```
*OBJECTIVES     1, TO DEVELOP WRITING AND ANALYTICAL SKILLS 2, TO         02109 19
                DEMONSTRATE FAMILIARITY WITH THE ETHICAL POSITIONS        02109 20
                DISCUSSED IN MODULES 2090-2108                            02109 21
*PREREQUISITE ALL PREVIOUS MODULES 2090-2108                              02109 22
*EXPERIENCE     HUMANITIES II PART I, C, CLASSICAL ETHICAL POSITIONS ESSAY02109 11
                ASSIGNMENT,  STUDENTS WILL WRITE A FIVE PAGE ESSAY        02109 12
                ≥TYPED-DOUBLE SPACED+ IN WHICH THEY DEMONSTRATE THE       02109 13
                CONTRIBUTIONS OF THE SIX CLASSICAL POSITIONS DISCUSSED TO 02109 14
                THE TRADITIONAL SPECTRUM OF VALUES OF WESTERN MAN,        02109 15
                PERHAPS THEY MIGHT ANALYZE THE CLASSICAL ELEMENTS TO BE   02109 16
                FOUND IN CAMUSS STRANGER, OR THEY MAY ANALYZE THEIR OWN   02109 17
                VALUE SYSTEM IN LIGHT OF THE CLASSICAL VIEWS,             02109 18
*SETTING        INDEPENDENT  COLLEGE                                      02109 10
*MATERIALS      BLANK                                                     02109  5
*LEVEL          ALL GRADES                                                02109  8
*GENERAL        ALL CANDIDATES                                            02109  7
*HOURS          10                                                        02109  6
*EVALUATION     CRITIQUE OF FINISHED ESSAY IN INTERVIEW WITH INSTRUCTOR,  02109 23
*FILE           ESSAY  WRITING + ANALYTICAL SKILLS  ETHICAL VALUES        02109  9
```

```
*OBJECTIVES     1, TO ACQUAINT THE STUDENT WITH THE CHARACTERISTICS OF THE02110 26
                NIETZSCHE ATTACK OF TRADITIONAL MORAL PHILOSOPHY,         02110 27
                2, TO INCREASE SKILL IN INTELLECTUAL ANALYSIS AND WRITING 02110 28
                COMMUNICATION,                                            02110 29
*PREREQUISITE PREVIOUS MODULES                                            02110 30
*EXPERIENCE     HUMANITIES II PART I, D, MODERN CRITIQUE OF TRADITIONAL   02110 11
                ETHICS: TWO VIEWS F, NIETZSCHE- READING ASSIGNMENT        02110 12
                FRIEDRICH NIETZSCHE, SELECTIONS FROM: WILL TO POWER AND   02110 13
                BEYOND GOOD AND EVIL IN READING NIETZSCHE,THE STUDENTS    02110 14
                WILL SEEK ANSWERS TO THESE QUESTIONS: 1, WHY DID          02110 15
                NIETZSCHE SPEAK OF HIMSELF AS THE [CONSCIENCE OF HIS      02110 16
                AGE[^ WAS THIS JUSTIFIED^ 2, WHAT DID NIETZSCHE MEAN BY   02110 17
                THE TERM: [TRANSVALUATION OF VALUES[^ 3, WHAT IS THE      02110 18
                DIFFERENCE IN ETHICAL VOCABULARY BETWEEN THE [MASTER[ AND 02110 19
                THE [SLAVE[ MORALITY^ 4, WHY DID NIETZSCHE ATTACK:        02110 20
                CHRISTIANITY, PACIFISM, AND DEMOCRACY^ 5, WHAT IS WRONG   02110 21
                WITH TRADITIONAL MORAL PHILOSOPHY ACCORDING TO NIETZSCHE^ 02110 22
                WHAT IS THE ROLE OF THE [TRUE PHILOSOPHER[^ IN ANSWERING  02110 23
                THESE QUESTIONS THE STUDENT WILL PREPARE A PRECIS OF THE  02110 24
                READING FOR PRESENTATION IN CLASS DISCUSSION,             02110 25
*SETTING        INDEPENDENT  COLLEGE                                      02110 10
*MATERIALS      BLANK                                                     02110  5
*LEVEL          ALL GRADES                                                02110  9
*GENERAL        ALL CANDIDATES                                            02110  7
*HOURS          4                                                         02110  6
*EVALUATION     QUIZ ON READING WRITTEN PRECIS ON THE READING CLASS       02110 31
                DISCUSSION AS OUTLINED IN MODULE 2111                     02110 32
```

```
*OBJECTIVES     1, TO GAIN CONFIDENCE IN ARGUMENTATION 2, TO DEVELOP A    02111 25
                CRITICAL EYE FOR ANALYZING PHILOSOPHICAL AND ETHICAL      02111 26
                CLAIMS,  3, TO INCREASE CAPACITY IN COMMUNICATION         02111 27
                4, TO HEIGHTEN RESPONSE TO MORAL PROBLEMS,                02111 28
*PREREQUISITE PREVIOUS MODULES                                            02111 29
```

```
*EXPERIENCE     HUMANITIES II PART I, D, MODERN CRITIQUE OF TRADITIONAL    02111 11
                ETHICS; TWO VIEWS CLASS DISCUSSION[ FRIEDRICH NIETZSCHE,   02111 12
                IN ADDITION TO THE QUESTIONS RAISED IN READING ASSIGNMENT  02111 13
                ≥2021↑, THE CLASS READ AND CRITICIZE PRECIS AND ALSO RAISE 02111 14
                THE FOLLOWING DISCUSSION QUESTIONS; 1, WHAT ROLE DOES THE  02111 15
                CONCEPT OF [SUPERMAN[ PLAY IN NIETZSCHE≤S ETHICAL THEORY^  02111 16
                2. CONTRAST NIETZSCHE≤S CONCEPT OF [NATURE[ WITH THE STOIC02111 17
                CONCEPT AS PRESENTED BY M, AURELIUS,  3, ACCORDING TO      02111 18
                NIETZSCHE, WHAT IS TO BE GAINED BY [LIVING DANGEROUSLY[^   02111 19
                4. CAN [WILL TO POWER[ BE A UNIVERSAL MORAL IMPERATIVE^    02111 20
                5, WHAT ARE THE ROLES PLAYED BY[REASON[ AND [FEELING[ IN   02111 21
                NIETZSCHE≤S ETHICS^ AS A CLASS PROJECT THE STUDENTS WILL   02111 22
                CONSTRUCT A [NIETZSCHEAN[ CRITIQUE OF CONTEMPORARY         02111 23
                AMERICAN LIFE,                                             02111 24
*SETTING        SMALL GROUP ≥1-12 STUDENTS↑  COLLEGE                       02111 10
*MATERIALS      BLANK                                                      02111  5
*LEVEL          ALL GRADES                                                 02111  8
*GENERAL        ALL CANDIDATES                                             02111  7
*HOURS          2                                                          02111  6
*EVALUATION     PARTICIPATION IN CLASS DISCUSSION,  PRECIS ON READINGS,    02111 30
*FILE           NIETZSCHE  ETHICS  CLASS DISCUSSION                        02111  9
```

```
*OBJECTIVES     1. TO GAIN FAMILIARITY WITH MOORE≤S DEFINITION OF THE      02112 23
                PROBLEM OF ETHICS IN THE MODERN WORLD,  2, TO INCREASE     02112 24
                FACILITY IN WRITING AND COMMUNICATION                      02112 25
*PREREQUISITE PREVIOUS MODULE                                              02112 26
*EXPERIENCE     HUMANITIES II PART I, D, MODERN CRITIQUE OF TRADITIONAL    02112 11
                ETHICS; TWO VIEWS,  G.E, MOORE, READING ASSIGNMENT         02112 12
                G. E. MOORE, PRINCIPIA ETHICA ≥PREFACE AND PAGES 1-21↑     02112 13
                STUDENTS WILL PREPARE A PRECIS ON THE READING AND SEEK     02112 14
                ANSWER TO THE FOLLOWING QUESTIONS; 1, WHAT IS MOORE≤S      02112 15
                BASIC THESIS^ IS IT NEW^ WHAT JUDGMENT OF TRADITIONAL      02112 16
                ETHICS ARE IMPLIED IN MOORE≤S THESIS^ 2, WHY IS [INTRINSIC02112 17
                GOOD[ INDEFINABLE, ACCORDING TO MOORE^ 3, WHAT IS THE      02112 18
                [NATURALISTIC FALLACY[^ 4, WHAT ARGUMENTS CAN MOORE        02112 19
                MUSTER AGAINST THE HEDONISTIC ETHIC^ 5, WHAT ARE [SELF-    02112 20
                EVIDENT PROPOSITIONS^[ ARE THERE SELF-EVIDENT ETHICAL      02112 21
                STATEMENTS^                                                02112 22
*SETTING        INDEPENDENT  COLLEGE                                       02112 10
*MATERIALS      BLANK                                                      02112  5
*LEVEL          ALL GRADES                                                 02112  8
*GENERAL        ALL CANDIDATES                                             02112  7
*HOURS          4                                                          02112  6
*EVALUATION     QUIZ ON READING ASSIGNMENT PARTICIPATION IN CLASS          02112 27
                DISCUSSION WRITTEN PRECIS                                  02112 28
*FILE           MOORE  ETHICS  READING                                     02112  9
```

```
*OBJECTIVES     1. TO AQUAINT THE STUDENT WITH THE ETHICAL POSITION OF     02113 25
                G.E. MOORE 2, TO INCREASE THE STUDENT≤S CAPACITY IN VERBAL02113 26
                ANALYSIS, COMMUNICATION, AND INTELLECTUAL                  02113 27
                CHARACTERIZATION,                                          02113 28
*PREREQUISITE PREVIOUS MODULE                                              02113 29
*EXPERIENCE     HUMANITIES II PART I, D, MODERN CRITIQUE OF TRADITIONAL    02113 11
                ETHICS; TWO VIEWS.  CLASS DISCUSSION DISCUSSION WILL BEGIN02113 12
                BY STUDENTS READING THE PRECIS EACH HAS WRITTEN,  THE      02113 13
                LARGE QUESTION OF THE SUBSEQUENT DISCUSSION IS; CAN ANY    02113 14
                ETHICAL THEORY CLAIM TO BE SCIENTIFIC,  THIS RAISES THE    02113 15
                QUESTION AS TO WHETHER MOORE AND OTHERS OF HIS PERSUASION  02113 16
                SAY ANYTHING MORE THAN DID THE SOPHISTS IN THE TIME OF     02113 17
                SOCRATES,  CAN [OPENNESS[ CARRY ANY AUTHORITY IN DEFINING 02113 18
                AN ETHICAL GOOD^ HOW DOES MOORE USE THE TERM; [ETHICAL    02113 19
                REALISM[^ COULD TWO MEN, WHO BOTH SHARE MOORE             02113 20
                PRESUPPOSITIONS ABOUT ETHICAL[ THEORY, DISAGREE ON THE    02113 21
                LEVEL OF PRACTICAL MORALITY^ AS A CLASS PROJECT THE       02113 22
                STUDENTS WILL CONSTRUCT AN ANALYSIS OF CONTEMPORARY       02113 23
                AMERICAN MORAL VIEWS BASED ON MOORESS VIEWS,              02113 24
*SETTING        SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                      02113 10
*MATERIALS      BLANK                                                     02113  5
*LEVEL          ALL GRADES                                                02113  8
*GENERAL        ALL CANDIDATES                                            02113  7
*HOURS          2                                                         02113  6
*EVALUATION     CLASS DISCUSSION WRITTEN PRECIS                           02113 30
*FILE           MOORE  ETHICS  DISCUSSION                                 02113  9

*OBJECTIVES     1. TO ACHIEVE A HIGH LEVEL OF[ COMPREHENSION IN MATTERS OF 02114 29
                ETHICS AND HUMAN VALUES AS APPLIED TO SPECIFIC MORAL      02114 30
                PROBLEMS,  2, TO ACHIEVE A HIGH ORDER OF CLEAR            02114 31
                EXPOSITION AND LOGICAL ANALYSIS IN COMMUNICATION IN       02114 32
                WRITTEN FORM,                                             02114 33
*PREREQUISITE PREVIOUS MODULES,                                           02114 34
*EXPERIENCE     HUMANITIES II PART I, E, PROBLEMS OF VALUE AT THIS STAGE  02114 11
                OF THE COURSE THE STUDENT CHOOSES ONE OF FOUR [PROBLEMS OF02114 12
                VALUE[ FOR INDEPENDENT WORK,  THE CLASS IS DIVIDED BY THE 02114 13
                INTEREST IN EACH PROBLEM, I.E. THE SMALL GROUP OF 12      02114 14
                STUDENTS WILL BE DIVIDED INTO FOUR [TEAMS[, ONE FOR EACH  02114 15
                PROBLEM.  THESE TEAMS WILL MEET WITH THE INSTRUCTOR ONCE A02114 16
                WEEK FOR THE REMAINDER OF THE COURSE,  THE STUDENT WILL   02114 17
                PREPARE A PAPER ON THE PROBLEM OF HIS CHOICE AND IT WILL  02114 18
                BE READ AND CRITICIZED BY OTHERS ON THE TEAM IN THE       02114 19
                PRESENCE OF THE INSTRUCTOR,  THE FOUR PROBLEMS OF VALUE   02114 20
                ARE; 1, MAN AND THE STATE 2, MAN AND SELF-KNOWLEDGE 3, MAN02114 21
                AND NEIGHBOR 4, MAN AND FAITH THE MATERIALS ASSIGNED FOR  02114 22
                EACH PROBLEM ≥MODULES 2115-18+ ARE CREATIVE TREATMENTS OF 02114 23
                THE GENERAL AREA; FROM LITERATURE, PHILOSOPHY AND THE     02114 24
                MOVIES,  THE STUDENTS WILL WRITE THEIR PAPERS TO INVOLVE  02114 25
                THE [RAW MATERIAL[ FROM THESE CREATIVE TREATMENTS AS THE  02114 26
                ILLUSTRATIONS OF THE POINTS THEY WISH TO MAKE,  REFERENCE 02114 27
                TO THE PREVIOUS EXPERIENCE IN THE COURSE IS ASSUMED,      02114 28
*SETTING        OTHER ≥SPECIFY+ INDEPENDENT AND TEAM WORK  COLLEGE        02114 10
*MATERIALS      BLANK                                                     02114  5
*LEVEL          ALL GRADES                                                02114  8
*GENERAL        ALL CANDIDATES                                            02114  7
*HOURS          25                                                        02114  6
*EVALUATION     WRITTEN ESSAY AND TUTORIAL WITH TEAM AND INSTRUCTOR,      02114 35
*FILE           PROBLEMS OF VALUE  ETHICS                                 02114  9

*OBJECTIVES     SAME AS MODULE 2114                                       02115 16
*PREREQUISITE SAME AS MODULE 2114                                         02115 17
*EXPERIENCE     HUMANITIES II PART I, E, PROBLEMS OF VALUE 1, MAN AND THE 02115 11
                STATE ≥READING ASSIGNMENTS, ETC+ GEORGE ORWELL, SHOOTING  02115 12
                AN ELEPHANT PLATO, CRITO E, B, WHITE, THE FAMILY WHICH    02115 13
                DWELT APART J, S, MILL, THE LIMITS OF GOVERNMENT          02115 14
                INTERFERENCE MOVIE; A MAN FOR ALL SEASONS                 02115 15
*SETTING        INDEPENDENT  COLLEGE                                      02115 10
*MATERIALS      BLANK                                                     02115  5
*LEVEL          ALL GRADES                                                02115  8
*GENERAL        ALL CANDIDATES                                            02115  7
*HOURS          BLANK                                                     02115  6
```

```
*EVALUATION    SAME AS MODULE 2114                                        02115 18
*FILE          PROBLEMS OF VALUE  MAN AND STATE                           02115  9
```

```
*OBJECTIVES    SAME AS MODULE 2114                                        02116 18
*PREREQUISITE  SAME AS MODULE 2114                                        02116 19
*EXPERIENCE    HUMANITIES II PART I, E, PROBLEMS OF VALUE 2, MAN AND      02116 11
               SELF-KNOWLEDGE MONTAIGNE, ON REPENTENCE ≥BK III, CH 2,     02116 12
               ESSAYS+ WALT WHITMAN, ONE≤S-SELF I SING WINTHROP SARGENT,  02116 13
               HUMILITY, CONCENTRATION AND GUSTO JEAN-PAUL SARTRE,        02116 14
               NO EXIT LEO TOLSTOY, THE DEATH OF IVAN ILYICH              02116 15
               F.M.CORNFORD, BEFORE AND AFTER SOCRATES ≥PP, 29-53+        02116 16
               MOVIE: BERGMANN, THE SEVENTH SEAL                          02116 17
*SETTING       INDEPENDENT  COLLEGE                                       02116 10
*MATERIALS     BLANK                                                      02116  5
*LEVEL         ALL GRADES                                                 02116  8
*GENERAL       ALL CANDIDATES                                             02116  7
*HOURS         BLANK                                                      02116  6
*EVALUATION    SAME AS MODULE 2114                                        02116 20
*FILE          PROBLEMS OF VALUE  MAN AND SELF-KNOWLEDGE                  02116  9
```

```
*OBJECTIVES    SAME AS MODULE 2114                                        02117 16
*PREREQUISITE  SAME AS MODULE 2114                                        02117 17
*EXPERIENCE    HUMANITIES II PART I, E, PROBLEMS OF VALUE 3, MAN AND      02117 11
               NEIGHBOR J, S, MILL, ON LIBERTY MARY MCCARTHY, ARTISTS IN  02117 12
               UNIFORM JOHN UPDIKE, A+P BERTOLT BRECKT, THE CAUCASIAN     02117 13
               CHALK CIRCLE MARTIN BUBER, I AND THOU MOVIE: JUDGMENT AT   02117 14
               NUREMBERG                                                  02117 15
*SETTING       INDEPENDENT  COLLEGE                                       02117 10
*MATERIALS     BLANK                                                      02117  5
*LEVEL         ALL GRADES                                                 02117  8
*GENERAL       ALL CANDIDATES                                             02117  7
*HOURS         BLANK                                                      02117  6
*EVALUATION    SAME AS MODULE 2114                                        02117 18
*FILE          PROBLEMS OF VALUE  MAN AND NEIGHBOR                        02117  9
```

```
*OBJECTIVES    SAME AS MODULE 2114                                        02118 16
*PREREQUISITE  SAME AS MODULE 2114                                        02118 17
*EXPERIENCE    HUMANITIES II PART I, E, PROBLEMS OF VALUE 4, MAN AND      02118 11
               FAITH BLAISE PASCAL, [MAN≤S DISPROPORTION[ FROM PENSEES    02118 12
               WILLIAM BLAKE, THE TIGER GUSTAV FLAUBERT, A SIMPLE HEART   02118 13
               PAR LAGERKVIST, BARABBAS PAUL TILLICH, DYNAMICS OF FAITH   02118 14
               MOVIE: BERGMANN, THE SILENCE ≥1963+                        02118 15
*SETTING       INDEPENDENT  COLLEGE                                       02118 10
*MATERIALS     BLANK                                                      02118  5
*LEVEL         ALL GRADES                                                 02118  8
*GENERAL       ALL CANDIDATES                                             02118  7
*HOURS         BLANK                                                      02118  6
*EVALUATION    SAME AS MODULE 2114                                        02118 18
*FILE          PROBLEMS OF VALUE  MAN AND FAITH                           02118  9
```

HUMANITIES II, PART 2

CLASSICS OF THE WEST: AN OVERVIEW

INTRODUCTION

To provide an opportunity for the student to develop and to state his characterization of his own value systems, especially with regard to three sets of relationships, man versus, man versus nature, man versus the divine, response to selected classics of western literature and the arts. This seems a fitting objective to conclude Humanities I and Humanities II, Part I where the student has had an opportunity to investigate the general nature of the humanities, to study various value systems as they have been expressed in literature the arts, philosophy and religion. Always, in such an experience as this, there is the problem of the type of material to be selected. We have chosen what might be called the historical approach for First, we want to provide the student with some sense of the continuities of life and culture in the western world. Second, we want to confront him with art forms which, although famous in the western tradition, are still products of a society which is slightly different so that the student may become more aware of and sensitive to cultural differences. Third, masterpieces of art that for many generations have been thought to be among the finest works of the human mind. Fourth, we want the student to experience, as directly as possible, the art forms of a given society. We have arranged these two-week segments of the component so that sement one provides the student with literary sources; segment two with literary and visual; and segment three with literary, visual and aural evidence of the values of the culture. Segment four provides only visual and aural evidence. These experiences included in section four are more difficult for the student to interpret for they involve evidence with which he is not quite so used to coping. Additionally we believe that about the eighth week of the term is a good time to break the sequence, the routines, break some of the accumulated tensions. The fifth and last segment is purely literary, so awesome a moument of modern times as to need no enrichment except what the student may bring to it.

The journal to be kept by the student and submitted periodically to the instructor is, together with the class discussion, to record the student's reactions to the works he reads, sees and hears, to record his formulations of his own values, his own identity as an intelligent creature. The final journal entry is designed to be the student's own survey of his progress in defining his attitudes and in defining his own nature.

WORK PROJECT

The work project which is described in modules 708 and 709 is designed to enable the student to do some independent work in historical periods or art forms not covered in the primary experiences, and/or to obtain direct experience of various art forms not available in the basic component. Suggested groups of projects are listed (literary, film, concerts, galleries) with the provision that the student may, with the approval of the instructor, work out his own independent project, a project which would fit the student's talents and interests.

The final report on the work project, module 740 need not necessarily be written. It might well be a visual or aural or combined report, for it is apparent that the talents and skills encouraged in Humanities I in the art and music might well be fittingly used here.

EVALUATION

The evaluation of the student's work is to be based upon three factors:

1. Contribution to the quality of class discussion.

2. Cogency, vigor and clarity of journal entries.

3. Cogency, vigor and clarity of work project.

The use of a Pass or Fail grade is recommended, further that the student to receive a pass for the course as a whole must receive a pass in each of the three main evaluative areas, discussion, journal and work project.

But it is necessary to add certain qualifications and modifications to the bare outlines stated in the first paragraph:

1. That the purpose of this segment is to assist the student in thinking through and characterizing his general sets of values.

This demands not only a high ability to cope with concepts and ideas, but a high degree of self awareness. All things being equal, surely for some students, this opportunity will come at the wrong time, in the wrong way and for the wrong reasons. Therefore, the instructor must judge each student as to his progress and as to his honest effort rather than compare students with each other.

2. Important too is the joint evaluation by instructor and student in their last conference in module 746.

Such a joint evaluation involves feelings of mutual confidence which the instructor must encourage. Obviously the instructor should go to any lengths to avoid penalizing a student for opinions and values which the instructor dislikes.

What the grade ultimately should represent is not a value judgment about the student's values, but a judgment of how well those values have been stated and argued. Quizzes and tests over factual material are omitted on the grounds that, however, useful they may be in motivating the student, at least according to the behaviourists who are, on theoretical grounds, already pre-conditioned to accept the argument, the factual quizzes distract from the true goals of the experience. The quiz emphasizes what the student knows, not how he uses that information, and it is the latter which interests us.

```
*OBJECTIVES     1, TO INTRODUCE THE STUDENT TO THE GENERAL PURPOSES,          00674019
                METHODS AND MEANS OF THE COURSE,  2, TO SET THE               00674020
                ASSIGNMENTS FOR THE FIRST TWO WEEK SEGMENT, (SEE ALSO         00674021
                GENERAL INTRODUCATION                                         00674022
*PREREQUISITE HUMANITIES I AND HUMANITIES II, PART I                          00674023
*EXPERIENCE     INTRODUCTORY LECTURE WHICH WILL FOCUS ON (SEE ALSO GENERAL00674011
                INTRODUCTION)  1, THE GENERAL NATURE AND CONTENT OF THE       00674012
                TEN WEEKS,  2, THE GOALS WHICH THE COURSE IS DESIGNED TO      00674013
                ACCOMPLISH,  3, THE MEANS WHICH WILL ACHIEVE THOSE GOALS      00674014
                (I,E, WHAT IS EXPECTED OF THE STUDENT)  4, THE METHODS OF     00674015
                EVALUATION WHICH WILL BE USED,  5, SET THE PRECISE            00674016
                SCHEDULE OF EXPERIENCES IN THE FIRST SET OF ASSIGNMENTS       00674017
                ON JOB MODULES (674-687),                                     00674018
*SETTING        BLANK,  COLLEGE                                               00674010
*MATERIALS      BLANK                                                         00674005
*LEVEL          ALL GRADES                                                    00674008
*GENERAL        ALL CANDIDATES                                                00674007
*HOURS          1                                                             00674006
*EVALUATION     BLANK                                                         00674024
*FILE           HEBREWS  JOB  LECTURE OBJECTIVES                              00674009
```

```
*OBJECTIVES TO PROVIDE BACKGROUND MATERIAL NECESSARY FOR AN                   00675018
                UNDERSTANDING OF JOB, TO IDENTIFY MAJOR ELEMENTS IN THE       00675019
                HEBREW WORLD RELATED TO THE THEMES OF JOB TO COMPARE AND      00675020
                CONTRAST THOSE THEMES WITH CONTEMPORARY CONCERNS,  TO         00675021
                INCREASE AWARENESS OF THE ADVANTAGES AND DISADVANTAGES        00675022
                (THE LIMITS) OF FREEDOM, THE PROBLEMS OF GUILT AND            00675023
                RESPONSIBILITY,  TO BEGIN TO MAKE HIM AWARE OF THE            00675024
                NEED FOR DEFINING HIS OWN POSITIONS IN THESE MATTERS,         00675025
*PREREQUISITE PREVIOUS MODULE,                                                00675026
*EXPERIENCE     LECTURE WHICH WILL COVER THE FOLLOWING POINTS  THE            00675011
                RELIGIOUS TRADITIONS OF THE HEBREWS UP TO THE WRITING OF      00675012
                JOB,  THE IMPORTANCE OF JOB IN UNDERSTANDING THE JUDEO-       00675013
                CHRISTIAN RELIGIONS OF THE WEST (I,E, JOB AS A CASE STUDY)00675014
                THE MAJOR THEMES IN JOB, SIN, DIVINE RETRIBUTION, GUILT,      00675015
                RESPONSIBILITY,  THE LIMITATIONS WHICH THE CONCEPTIONS        00675016
                OF JOB PLACE UPON HUMAN FREEDOM,                              00675017
*SETTING        BLANK,  COLLEGE                                               00675010
*MATERIALS      BLANK                                                         00675005
*LEVEL          ALL GRADES                                                    00675008
*GENERAL        ALL CANDIDATES                                                00675007
*HOURS          2                                                             00675006
*EVALUATION     GROUP DISCUSSION WHICH CLASS WOULD IDENTIFY THE RANGE OF      00675027
                INTERPRETATIONS OF JOB,  STUDENTS DIVIDE INTO SMALLER         00675028
                GROUPS TO PREPARE AN ARGUMENT SUPPORTING A SELECTED           00675029
                INTERPRETATION,                                               00675030
*FILE           RELIGIONS  JOB  HEBREWS                                       00675009
```

```
*OBJECTIVES     TO IDENTIFY MAIN CHRACTERS, ARGUMENTS AND EVENTS DESCRIBED00676015
                IN JOB,  TO INTRODUCE HIM TO THE LITERATURE OF THE BIBLE,    00676016
                A MAJOR LITERARY AND SPIRITUAL CLASSIC IN THE WEST,  TO      00676017
                MAKE HIM AWARE OF THE PROBLEMS OF DEFINING THE RELATIONS     00676018
                BETWEEN MAN AND THE DEVINE, MAN TO NATURE AND MAN TO MAN,    00676019
*PREREQUISITE MODULE 675                                                     00676020
*EXPERIENCE     READ BOOK OF JOB  LIST WHAT ATTITUDES THE AUTHOR HAS ABOUT00676011
                THE PROPER RELATIONSHIP OF MAN TO MAN;  THE PROPER           00676012
                RELATIONSHIP OF MAN TO NATURE;  THE PROPER RELATIONSHIP OF00676013
                MAN TO THE DEVINE.                                           00676014
*SETTING        BLANK,  COLLEGE                                              00676010
*MATERIALS      OLD TESTAMENT (REVISED STANDARD EDITION), BOOK OF JOB        00676005
*LEVEL          ALL GRADES                                                   00676008
*GENERAL        ALL CANDIDATES                                               00676007
*HOURS          2                                                            00676006
*EVALUATION     GROUP DISCUSSION WHICH CLASS WOULD IDENTIFY THE RANGE OF     00676021
                INTERPRETATIONS OF JOB,  STUDENTS DIVIDE INTO SMALLER        00676022
                GROUPS TO PREPARE AN ARGUMENT SUPPORTING A SELECTED          00676023
                INTERPRETATION,  STUDENTS PRESENT THE ARGUMENT SUPPORTING 00676024
                THE INTERPRETATION BEFORE THE CLASS,                      00676025
*FILE           BIBLE  JOB  HEBREWS                                       00676009
```

```
*OBJECTIVES     TO COMPREHEND BACKGROUND AND SETTING FOR JOB,  TO IDENTIFY00677015
                VARIOUS INTERPRETATIONS OF JOB,  TO DEVELOP SENSITIVITY TO00677016
                AND TOLERANCE FOR A CONFLICT OF IDEAS AND INTERPRETATIONS,00677017
*PREREQUISITE MODULE 676                                                  00677018
*EXPERIENCE     READ POPE, ANCHOR BIBLE, INTRODUCTION TO JOB,             00677012
                INTERPRETER≠S BIBLE, INTRODUCTION TO JOB, VOL III,        00677013
                SAMUEL TERRIEN, JOB; POET OF EXISTENCE,                   00677014
*SETTING        BLANK,  COLLEGE                                           00677011
*MATERIALS      ANCHOR BIBLE  INTERPRETER≠S BIBLE, VOL III                00677005
                TERRIEN, JOB; POET OF-EXISTENCE                           00677006
*LEVEL          ALL GRADES                                                00677009
*GENERAL        ALL CANDIDATES                                            00677008
*HOURS          6                                                         00677007
*EVALUATION     GROUP DISCUSSION WHICH CLASS WOULD IDENTIFY THE RANGE OF  00677019
                INTERPRETATIONS OF JOB,  STUDENTS DIVIDE INTO SMALLER     00677020
                GROUPS TO PREPARE AN ARGUMENT SUPPORTING A SELECTED       00677021
                INTERPRETATION,  STUDENTS PRESENT THE ARGUMENT SUPPORTING 00677022
                THE INTERPRETATION BEFORE THE CLASS,                      00677023
*FILE           BIBLE  JOB  HEBREWS                                       00677010
```

```
*OBJECTIVES     TO IDENTIFY MAJOR IDEAS AND INTERPRETATIONS OF JOB,  TO   00678014
                EVALUATE THOSE INTERPRETATIONS,  TO DISCUSS THE MEANING OF00678015
                JOB FOR THE STUDENT AND HIS WORLD,  TO MAKE THE STUDENT   00678016
                AWARE AND SENSITIVE TO OTHER CULTURES,                    00678017
*PREREQUISITE PREVIOUS MODULES                                            00678018
*EXPERIENCE     DISCUSS THE BOOK OF JOB AS REGARDS THE PROPER RELATIONSHIP00678011
                OF MAN TO MAN, AND THE ACCOMPANYING PROBLEMS OF SIN, GUILT00678012
                RESPONSIBILITY, AND HOW THESE CONCEPTS LIMIT TOTAL FREEDOM00678013
*SETTING        SMALL GROUP (1-12 STUDENTS),  COLLEGE                     00678010
*MATERIALS      BLANK                                                     00678005
*LEVEL          ALL GRADES                                                00678008
*GENERAL        ALL CANDIDATES                                            00678007
*HOURS          1                                                         00678006
*EVALUATION     GROUP DISCUSSION DURING WHICH CLASS WOULD IDENTIFY THE    00678019
                RANGE OF INTERPRETATIONS, OF JOB; STUDENTS DIVIDE INTO    00678020
                SMALLER GROUPS TO PREPARE AN ARGUMENT SUPPORTING A        00678021
                SELECTED INTERPRETATION,  STUDENTS PRESENT ARGUMENT       00678022
                SUPPORTING THE SELECTED INTERPRETATION BEFORE THE CLASS,  00678023
*FILE           HEBREWS  JOB  MAN VS, MAN                                 00678009
```

```
*OBJECTIVES     TO EXPRESS A PREFERENCE FOR A GIVEN VALUE SYSTEM,  TO     00679019
                DEFEND AND TO EVALUATE THAT PREFERENCE,                   00679020
*PREREQUISITE PREVIOUS MODULE,                                            00679021
*EXPERIENCE     TO WRITE IN REACTION JOURNAL IN ACCORDANCE WITH           00679011
                PROCEEDURES ESTABLISHED IN 674 IN RESPONSE TO DISCUSSION  00679012
                IN MODULE 678 IN WHICH STUDENT WOULD  IDENTIFY AND        00679013
                EVALUATE WHAT HE BELIEVES TO BE THE MOST CONVINCING       00679014
                INTERPRETATION OF JOB VIZ A VIS THE PROPER RELATIONS      00679015
                BETWEEN MAN AND MAN,  IDENTIFY HIS OWN ATTITUDE AND       00679016
                EVALUATE HIS OWN ATTITUDE IN RELATION TO JOB,  COMPARE AND00679017
                CONTRAST JOBS ATTITUDE WITH HIS OWN,                      00679018
*SETTING        INDEPENDENT,  COLLEGE                                     00679010
*MATERIALS      BLANK                                                     00679005
*LEVEL          ALL GRADES                                                00679008
*GENERAL        ALL CANDIDATES                                            00679007
*HOURS          2                                                         00679006
*EVALUATION     EXAMINATION OF JOURNAL, INCLUDING LATER CONFERENCE, FOR   00679022
                CLARITY OF ARGUMENT, SENSITIVITY TO SIMILARITIES AND      00679023
                DIFFERENCES ON THE BASIS OF INCREASING REFERENCE TO       00679024
                ABSTRACT SETS OF RELATIONS DISCUSSED,                     00679025

*FILE           VALUE SYSTEMS  JOB  MAN VS MAN                            00679009
```

```
*OBJECTIVES     TO IDENTIFY MAJOR IDEAS AND INPERPRETATIONS OF THE         00680013
                MEANING OF JOB,  TO EVALUATE THOSE INTERPRETATIONS,  TO    00680014
                MAKE STUDENT AWARE OF AND SENSITIVE TO OTHER CULTURES,     00680015
*PREREQUISITE PREVIOUS MODULE                                            00680016
*EXPERIENCE     DISCUSS THE BOOK OF JOB AS REGARDS THE RELATIONS BETWEEN   00680011
                MAN AND NATURE,                                            00680012
*SETTIN3        SMALL GROUP (1=12 STUDENTS),  COLLEGE                      00680010
*MATERIALS      BLANK                                                      00680005
*LEVEL          ALL GRADES                                                 00680008
*GENERALI       ALL CANDIDATES                                             00680007
*HOURS          1                                                          00680006
*EVALUATION     GROUP DISCUSSION DURING WHICH CLASS WOULD FIRST IDENTIFY   00680017
                RANGE OF INTERPRETATIONS, THEN DIVIDE INTO SMALLER GROUPS  00680018
                TO PREPARE CASE FOR PARTICULAR INTERPRETATION AND THEN     00680019
                PRESENT THEIR ARGUMENT,                                    00680020
*FILE           VALUE SYSTEMS  JOB  MAN VS, NATURE                         00680009
```

```
*OBJECTIVES     TO EXPRESS A PREFERENCE FOR A GIVEN VALUE SYSTEM,          00681020
                TO DEFEND AND TO EVALUATE THAT PREFERENCE,                 00681021
*PREREQUISITE PREVIOUS MODULE                                            00681022
*EXPERIENCE     WRITE IN REACTION JOURNAL ACCORDING TO PROCEEDURES         00681011
                ESTABLISHED IN MODULE 674 IN RESPONSE TO DISCUSSION IN     00681012
                MODULE 680 IN WHICH STUDENT WOULD  IDENTIFY AND EVALUATE   00681013
                MOST CONVINCING INTERPRETATION OF JOB VIZ A VIS THE        00681014
                RELATIONS BETWEEN MAN AND NATURE,  IDENTIFY HIS OWN        00681015
                ATTITUDES  COMPARE AND CONTRAST THE INTERPRETATION OF      00681016
                JOB≠S ATTITUDES WITH HIS OWN, EVALUATE HIS ATTITUDES AS    00681018
                COMPARED TO THOSE OF JOB,                                  00681019
*SETTING        INDEPENDENT,  COLLEGE                                      00681010
*MATERIALS      BLANK                                                      00681005
*LEVEL          ALL GRADES                                                 00681008
*GENERALI       ALL CANDIDATES                                             00681007
*HOURS          2                                                          00681006
*EVALUATION     EXAMINATION OF JOURNAL, INCLUDING LATER CONFERENCE, FOR    00681023
                CLARITY OF ARGUMENT, SENSITIVITY TO SIMILARITIES AND       00681024
                DIFFERENCES ON THE BASIS OF INCREASING REFERENCE TO        00681025
                ABSTRACT SETS OF RELATIONS DISCUSSED,                      00681026
*FILE           VALUE SYSTEMS  JOB  MAN VS NATURE                          00681009
```

```
*OBJECTIVES     TO IDENTIFY MAJOR IDEAS AND INTERPRETATIONS OF THE         00682013
                MEANING OF JOB,  TO EVALUATE THOSE INTERPRETATIONS,  TO    00682014
                COMPARE AND CONTRAST THE MEANING OF JOB FOR THE STUDENT    00682015
                AND HIS WORLD,  TO MAKE STUDENT AWARE OF AND SENSITIVE TO  00682016
                OTHER CULTURES,                                            00682017
*PREREQUISITE PREVIOUS MODULE                                            00682018
*EXPERIENCE     DISCUSS THE BOOK OF JOB AS REGARDS THE PROPER RELATIONS OF00682011
                MAN AND THE DIVINE,                                        00682012
*SETTING        SMALL GROUP (1=12 STUDENTS),  COLLEGE                      00682010
*MATERIALS      BLANK                                                      00682005
*LEVEL          ALL GRADES                                                 00682008
*GENERALI       ALL CANDIDATES                                             00682007
*HOURS          2                                                          00682006
*EVALUATION     GROUP DISCUSSION DURING WHICH CLASS WOULD FIRST IDENTIFY   00682019
                RANGE OF INTERPRETATIONS, THEN DIVIDE INTO SMALLER GROUPS  00682020
                TO PREPARE CASE FOR PARTICULAR INTERPRETATION AND THEN     00682021
                PRESENT THEIR ARGUMENT,                                    00682022

*FILE           VALUE SYSTEMS  JOB  MAN VS, DIVINE                         00682009
```

```
*OBJECTIVES     TO EXPRESS A PREFERENCE FOR A GIVEN VALUE SYSTEM,  TO       00683018
                DEFEND AND TO EVALUATE THAT PREFERENCE,                     00683019
*PREREQUISITE   PREVIOUS MODULE                                             00683020
*EXPERIENCE     WRITE IN REACTION JOURNAL IN RESPONSE TO DISCUSSION IN      00683011
                MODULE 682 IN WHICH STUDENT WOULD  IDENTIFY AND EVALUATE    00683012
                MOST CONVINCING INTERPRETATION OF JOB VIZ A VIS THE PROPER00683013
                RELATIONS BETWEEN MAN AND THE DIVINE,  IDENTIFY HIS OWN     00683014
                ATTITUDE  COMPARE AND CONTRAST HIS ATTITUDE AND THAT OF     00683015
                THE INTERPRETATION OF JOB,  EVALUATE HIS ATTITUDES IN       00683016
                RELATION TO JOB≠S,                                          00683017
*SETTING        INDEPENDENT,  COLLEGE                                       00683010
*MATERIALS      BLANK                                                       00683005
*LEVEL          ALL GRADES                                                  00683008
*GENERAL        ALL CANDIDATES                                              00683007
*HOURS          2                                                           00683006
*EVALUATION     EXAMINATION OF JOURNAL, INCLUDING LATER CONFERENCE, FOR     00683021
                CLARITY OF ARGUMENT, SENSITIVITY TO SIMILARITIES AND        00683022
                DIFFERENCES ON THE BASIS OF INCREASING REFERENCE TO         00683023
                ABSTRACT SETS OF RELATIONS DISCUSSED,                       00683024
*FILE           VALUE SYSTEMS  JOB  MAN VS DIVINE                           00683009
```

```
*OBJECTIVES     TO IDENTIFY MAJOR CHARACTERS, SITUATIONS, AND EVENTS IN     00684013
                MACLEISH≠S J,B,  TO IDENTIFY INTERPRETATIONS OF J,B,  TO    00684014
                COMPARE AND CONTRAST J,B, WITH JOB,  TO EVALUATE THE        00684015
                ATTITUDES IN J,B, AS THOSE OF THE CONTEMPORARY WORLD,       00684016
*PREREQUISITE   PREVIOUS MODULE                                             00684017
*EXPERIENCE     READ, ARCHIBALD MACLEISH, J,B,; LIST COMPARISONS AND        00684011
                CONTRASTS WITH JOB,                                         00684012
*SETTING        INDEPENDENT,  COLLEGE                                       00684010
*MATERIALS      ARCHIBALD MACLEISH, J,B,                                    00684005
*LEVEL          ALL GRADES                                                  00684008
*GENERAL        ALL CANDIDATES                                              00684007
*HOURS          2                                                           00684006
*EVALUATION     EXAMINATION OF JOURNAL INCLUDING LATER CONFERENCE, FOR      00684018
                CLARITY OF ARGUMENT, SENSITIVITY TO SIMILARITIES AND        00684019
                DIFFERENCES ON THE BASIS OF INCREASING REFERENT TO          00684020
                ABSTRACT SETS OF RELATIONS DISCUSSED,                       00684021
*FILE           HEBREWS  J,B,  JOB                                          00684009
```

```
*OBJECTIVES     TO INCREASE SENSITIVITY TO LITERARY TREATMENT OF COMPLEX    00685016
                HUMAN ISSUES  TO COMPARE AND TO CONTRAST DRAMATIC FORM      00685017
                WITH POETIC,  TO IDENTIFY CONTINUING THEMES IN THE WESTERN00685018
                TRADITION,  TO EVALUATE THE NATURE OF THE CONTEMPORARY      00685019
                WORLD,                                                      00685020
*PREREQUISITE   PREVIOUS MODULES                                            00685021
*EXPERIENCE     DISCUSS THE RELATIONSHIPS BETWEEN J,B, AND JOB UNDER THE    00685011
                FOLLOWING CATEGORIES; COMPARE AND CONTRAST ATTITUDES        00685012
                TOWARDS MAN VERSUS MAN; MAN VERSUS SOCIETY; MAN VERSUS THE00685013
                DIVINE; EVALUATE J,B, AS A REPRESENTATION OF THE            00685014
                CONTEMPORARY WORLD,                                         00685015
*SETTING        SMALL GROUP (1=12 STUDENTS),  COLLEGE                       00685010
*MATERIALS      BLANK                                                       00685005
*LEVEL          ALL GRADES                                                  00685008
*GENERAL        ALL CANDIDATES                                              00685007
*HOURS          2                                                           00685006
*EVALUATION     EXAMINATION OF JOURNAL, INCLUDING LATER CONFERENCE, FOR     00685022
```

```
                CLARITY OF ARGUMENT, SENSITIVITY TO SIMILARITIES AND       00685023
                DIFFERENCES ON THE BASIS OF INCREASING REFERENT TO         00685024
                ABSTRACT SETS OF RELATIONS DISCUSSED,                      00685025
*FILE           MAN VS, MAN  JOB  JB                                       00685009
```

```
*OBJECTIVES     TO EXPRESS A PREFERENCE FOR A GIVEN VALUE SYSTEM, TO       00686017
                DEFEND AND TO EVALUATE THAT PREFERENCE,                    00686018
*PREREQUISITE   PREVIOUS MODULE                                            00686019
*EXPERIENCE     WRITE IN JOURNAL A REACTION TO DISCUSSION IN MODULE 685    00686011
                WITH PARTICULAR ATTENTION TO: IDENTIFYING MAIN ATTITUDES   00686012
                OF CONTEMPORARY WORLD WITH REFERENCE TO THREE THEMES (MAN  00686013
                VS, MAN, MAN VS, SOCIETY, MAN VS, THE DIVINE) COMPARING +  00686014
                CONTRASTING THOSE WITH HIS OWN ATTITUDES,  EVALUATING AND  00686015
                DEFENDING                                                  00686016
*SETTING        INDEPENDENT,  COLLEGE                                      00686010
*MATERIALS      BLANK                                                      00686005
*LEVEL          ALL GRADES                                                 00686008
*GENERAL        ALL CANDIDATES                                             00686007
*HOURS          2                                                          00686006
*EVALUATION     EXAMINATION OF JOURNAL, INCLUDING LATER CONFERENCE, FOR    00686020
                CLARITY OF ARGUMENT, SENSITIVITY TO SIMILARITIES AND       00686021
                DIFFERENCES ON THE BASIS OF INCREASING REFERENT TO         00686022
                ABSTRACT SETS OF RELATIONS DISCUSSED,                      00686023
*FILE           HEBREWS  JB  VALUE SYSTEMS                                 00686009
```

```
*OBJECTIVES     TO SUPPLY THE STUDENT WITH AN EXTERNAL CRITERIA FOR        00687014
                EVALUATION OF JOURNAL ENTRIES,  TO ASSIST STUDENT IN       00687015
                IDENTIFYING WEAK, INSUFFICIENT OR INCONCLUSIVE REASONING,  00687016
                TO EVALUATE STUDENT≠S PROGRESS IN DEVELOPING AND STATING   00687017
                THE CHARACTERIZATION OF HIS OWN VALUE SYSTEM,              00687018
*PREREQUISITE   PREVIOUS MODULE                                            00687019
*EXPERIENCE     TO CONFER INDIVIDUALLY WITH TEACHER ABOUT THE ENTRIES IN   00687011
                THE REACTION JOURNAL ACCORDING TO PROCEDURES OUTLINED IN   00687012
                MODULE 674,                                                00687013
*SETTING        OTHER (SPECIFY) CONFERENCE,  BLANK                         00687010
*MATERIALS      BLANK                                                      00687005
*LEVEL          ALL GRADES                                                 00687008
*GENERAL        ALL CANDIDATES                                             00687007
*HOURS          ,5                                                         00687006
*EVALUATION     THE INSTRUCTOR TO EVALUATE ENTRIES IN THEIR JOURNAL FOR    00687020
                CLARITY, COGENCY AND VIGOR OF PRESENTATION,                00687021
*FILE           HEBREWS  JOB  J,B,                                         00687009
```

```
*OBJECTIVES     TO PROVIDE STUDENT WITH BACKGROUND MATERIAL FOR AN         00688016
                UNDERSTANDING OF THE MAJOR READING, SOPHOCLES, THEBAN      00688017
                PLAYS, SO THAT HE MAY BE ABLE TO: IDENTIFY MAJOR ELEMENTS  00688018
                IN GREEK RELIGION, THE ROLE OF RELIGION IN ANCIENT GREEK   00688019
                LIFE,  COMPARE AND CONTRAST WITH HEBRAIC TRADITION OF      00688020
                PREVIOUS SEGMENT AND WITH THE CONTEMPORARY SITUATION,      00688021
                STIMULATE AN AWARENESS OF AND TOLERANCE FOR CULTURAL       00688022
                DIFFERENCES,                                               00688023
*PREREQUISITE   PREVIOUS MODULE                                            00688024
*EXPERIENCE     LISTEN TO A LECTURE WHICH WILL; OUTLINE BRIEFLY THE        00688011
                CLASSROOM PROCEDURE FOR THIS SEGMENT OF THE COURSE,        00688012
                MODULES 688 TO 706,  DEVELOP IN SOME DETAIL THE NATURE OF  00688013
                THE GREEK RELIGIOUS LIFE AND THE ROLE OF THE DRAMA IN THE  00688014
                RELIGIOUS COMMUNITY,                                       00688015
*SETTING        LARGE GROUP,  COLLEGE                                      00688010
```

```
*MATERIALS     BLANK                                                   00688005
*LEVEL         ALL GRADES                                              00688008
*GENERAL       ALL CANDIDATES                                          00688007
*HOURS         1                                                       00688006
*EVALUATION    PARTICIPATION IN GROUP DISCUSSION,  INSTRUCTOR DETERMINES 00688025
               THE STUDENT#S LEVEL OF SYNTHESIS OF USUAL AND VERBAL    00688026
               INFORMATION ON THE ANCIENT GREEK TRADITION FROM THIS    00688027
               DISCUSSION,                                             00688028
*FILE          RELIGION  GREEKS  DRAMA                                 00688009

*OBJECTIVES    THAT A GROUP OF OBJECTS CAN BE ARRANGED IN MYRIAD WAYS  00689019
               DEPENDING UPON THE PROPERTY(IES) USED IN THE ARRANGEMENT, 00689020
*PREREQUISITE  S,C,I,S, GRANDMA#S BUTTON BOX (ACTIVITY 6, MATERIAL     00689021
               OBJECTS)                                                00689022
*EXPERIENCE    EACH STUDENT WILL EXAMINE SIX PLANTS,  AFTER CAREFULLY  00689011
               EXAMINING SAME, HE WILL ORDER THE PLANTS IN A LIST      00689012
               ACCORDING TO ANY PROPERTY HE CHOOSES (E,G,, HEIGHT, # OF 00689013
               FLOWERS, LEAF SIZE, ETC,)  SELECTED STUDENTS WILL THEN  00689014
               ARRANGE THE PLANTS ACCORDING TO THEIR SCHEMES, WHILE THE 00689015
               REST OF THE GROUP ATTEMPTS TO IDENTIFY THE SCHEME USED  00689016
               (THIS CAN GO ON UNTIL ALL DIFFERENT SCHEMES HAVE BEEN   00689017
               USED),                                                  00689018
*SETTING       SMALL GROUP (1-12 STUDENTS),  COLLEGE                   00689010
*MATERIALS     6 PLANTS/10 STUDENTS                                    00689005
*LEVEL         ALL GRADES                                              00689008
*GENERAL       ALL CANDIDATES                                          00689007
*HOURS         60 MIN                                                  00689006
*EVALUATION    EACH STUDENT WILL LIST THE SIX PLANTS, IN ORDER, AND WILL 00689023
               IDENTIFY THE PROPERTY HE USED,                          00689024
*FILE          PLANTS  ARRANGEMENT  PROPERTIES                         00689009

*OBJECTIVES    TO IDENTIFY GENERAL CHRONOLOGY, EVENTS, PERSONS AND PLACES00690017
               IN ANCIENT GREEK,  TO COMPARE AND CONTRAST THE GREEK    00690018
               TRADITION WITH THE HEBRAIC TRADITION AND CONTEMPORARY   00690019
               POLITICAL, RELIGIOUS, ECONOMIC AND GEOGRAPHIC CONDITIONS, 00690020
               TO STIMULATE AN AWARENESS OF AND TOLERANCE FOR CULTURAL 00690021
               DIFFERENCES,  TO BEGIN TO CONVEY HOW CIRCUMSTANCES +    00690022
               EVENTS MAY HELP TO SHAPE IDEAS AND BELIEFS,             00690023
*PREREQUISITE  SEE PREVIOUS MODULE                                     00690024
*EXPERIENCE    READ H,D,F, KITTO, THE GREEKS, CHPTS I-IX INCL,, AS AN  00690011
               INTRODUCTION TO ANCIENT GREEK LIFE,  LIST MAJOR         00690012
               DIFFERENCES BETWEEN THE POLITICAL, RELIGIOUS, ECONOMIC AND00690013
               GEOGRAPHIC CONDITIONS OF ANCIENT GREECE AND THOSE OF THE 00690014
               HEBREW TRADITION ON THE ONE HAND AND THOSE OF THE       00690015
               CONTEMPORARY WORLD ON THE OTHER,                        00690016
*SETTING       INDEPENDENT,  COLLEGE                                   00690010
*MATERIALS     H, D, F, KITTO, THE GREEKS,                             00690005
*LEVEL         ALL GRADES                                              00690008
*GENERAL       ALL CANDIDATES                                          00690007
*HOURS         3                                                       00690006
*EVALUATION    PARTICIPATION IN GROUP DISCUSSION,  INSTRUCTOR DETERMINES 00690025
               THE STUDENT#S LEVEL OF SYNTHESIS OF USUAL AND VERBAL    00690026
               INFORMATION ON THE ANCIENT GREEK TRADITION FROM THIS    00690027
               DISCUSSION,                                             00690028
*FILE          GREEKS  KITTO  HEBREWS                                  00690009

*OBJECTIVES    TO PROVIDE THE STUDENT WITH BACKGROUND MATERIAL FOR AN  00691015
               UNDERSTANDING OF SOPHOCLES THEBAN PLAYS SO THAT HE MAY BE 00691016
```

```
                ABLE TO; IDENTIFY MAJOR ELEMENTS IN THE GREEK POLITICAL  00691017
                SYSTEM AND THE ROLE OF THE POLIS IN ANCIENT GREEK LIFE,  00691018
                COMPARE AND CONTRAST THE GREEK POLITICAL SYSTEM WITH THE 00691019
                HEBRAIC TRADITION AND CONTEMPORARY TRADITIONS, STIMULATE 00691020
                AN AWARENESS OF AND TOLERANCE FOR CULTURAL DIFFERENCES,  00691021
*PREREQUISITE   PREVIOUS MODULE                                          00691022
*EXPERIENCE     LISTEN TO A LECTURE ON (1) THE NATURE OF THE ANCIENT     00691011
                GREEK POLITICAL SYSTEM (POLIS), (2) LIST THE ADVANTAGES  00691012
                OF THE POLIS, (3) HOW THE POLIS INFLUENCED THE NATURE OF 00691013
                THE DRAMA,                                               00691014
*SETTING        LARGE GROUP,  COLLEGE                                    00691010
*MATERIALS      BLANK                                                    00691005
*LEVEL          ALL GRADES                                               00691008
*GENERAL        ALL CANDIDATES                                           00691007
*HOURS          1                                                        00691006
*EVALUATION     PARTICIPATION IN GROUP DISCUSSION,  INSTRUCTOR DETERMINES 00691023
                THE STUDENT≠S LEVEL OF SYNTHESIS OF USUAL AND VERBAL     00691024
                INFORMATION ON THE ANCIENT GREEK TRADITION FROM THIS     00691025
                DISCUSSION,                                              00691026
*FILE           HEBREWS  GREEKS  POLITICAL SYSTEM                        00691009
```

```
*OBJECTIVES     TO LIST MAJOR DIFFERENCES BETWEEN THE CHARACTER AND      00692019
                MIND OF ANCIENT GREECE AND THOSE OF THE HEBREW TRADITION, 00692020
                TO COMPARE AND CONTRAST THE GREEK TRADITION WITH         00692021
                CONTEMPORARY PHILOSOPHICAL ATTITUDES,  TO STIMULATE AN   00692022
                AWARENESS OF AND TOLERANCE FOR CULTURAL DIFFERENCES,  TO 00692023
                CONVEY HOW CIRCUMSTANCES AND EVENTS MAY HELP TO SHAPE    00692024
                IDEAS AND BELIEFS,                                       00692025
*PREREQUISITE   PREVIOUS MODULE                                          00692026
*EXPERIENCE     READ H,D,F, KITTO, THE GREEKS, CHPTS X=XII, INCL,, AS PART00692011
                OF AN INTRODUCTION TO THE NATURE OF ANCIENT GREECE,  LIST 00692012
                MAJOR DIFFERENCES BETWEEN THE CHARACTER AND MIND OF      00692013
                ANCIENT GREECE AND THOSE OF THE ANCIENT HEBREW TRADITION 00692014
                UNDER THREE GENERAL HEADINGS; MAN≠S RELATIONSHIPS WITH MAN00692015
                MAN≠S RELATIONSHIPS WITH SOCIETY  MAN≠S RELATIONSHIPS WITH00692016
                THE DIVINE  LIST THE MAJOR DIFFERENCES BETWEEN THE       00692017
                ANCIENT GREEKS AND OUR OWN WORLD USING THE SAME HEADINGS, 00692018
*SETTING        INDEPENDENT,  COLLEGE                                    00692010
*MATERIALS      H,D,F, KITTO, THE GREEKS                                 00692005
*LEVEL          ALL GRADES                                               00692008
*GENERAL        ALL CANDIDATES                                           00692007
*HOURS          2                                                        00692006
*EVALUATION     PARTICIPATION IN GROUP DISCUSSION,  INSTRUCTOR DETERMINES 00692027
                THE STUDENT≠S LEVEL OF SYNTHESIS OF USUAL AND VERBAL     00692028
                INFORMATION ON THE ANCIENT GREEK TRADITION FROM THIS     00692029
                DISCUSSION,                                              00692030
*FILE           GREEKS  KITTO  MAN VS, MAN                               00692009
```

```
*OBJECTIVES     TO UNDERSTAND THE CHARACTER AND MIND OF THE ANCIENT GREEKS00693013
                AS COMPARED TO THE HEBRAIC TRADITION AND CONTEMPORARY    00693014
                ATTITUDES,                                               00693015
*PREREQUISITE   PREVIOUS MODULE                                          00693016
*EXPERIENCE     VIEW SELECTED SLIDES OF GREEK ART AND ARCHITECTURE       00693012
*SETTING        INDEPENDENT,  COLLEGE                                    00693011
*MATERIALS      AUDIO=VISUAL EQUIPMENT FOR INDIVIDUAL CAROUSELS STUDY    00693005
                CARRELS                                                  00693006
*LEVEL          ALL GRADES                                               00693009
*GENERAL        ALL CANDIDATES                                           00693008
*HOURS          1                                                        00693007
```

```
*EVALUATION     PARTICIPATION IN GROUP DISCUSSION,  INSTRUCTOR DETERMINES 00693017
                THE STUDENT≠S LEVEL OF SYNTHESIS OF USUAL AND VERBAL      00693018
                INFORMATION ON THE ANCIENT GREEK TRADITION FROM THIS      00693019
                DISCUSSION,                                               00693020
*FILE           ART + ARCHITECTURE  GREEKS                                00693010

*OBJECTIVES     TO SYNTHESIZE VISUAL AND VERBAL INFORMATION ABOUT GREEK   00694018
                LIFE,  TO EVALUATE CHARACTERISTICS OF ANCIENT GREECE IN   00694019
                RELATION TO THE HEBREW TRADITION AND THE CONTEMPORARY     00694020
                WORLD,  TO EVALUATE WHAT ELEMENTS OF GREEK CHRACTER ARE   00694021
                STILL RELEVANT TO THE STUDENT,  TO DEVELOP AWARENESS OF   00694022
                AND SENSITIVITY TO ARTISTIC FORMS OF THE WESTERN TRADITION00694023
*PREREQUISITE   PREVIOUS MODULE                                           00694024
*EXPERIENCE     VIEW SELECTED EXAMPLES OF GREEK ART AND ARCHITECTURE AS   00694011
                VISUAL EXAMPLES OF THE GREEK CONCEPTS OF; MAN≠S RELATIONS 00694012
                WITH MAN; MAN≠S RELATIONS WITH NATURE; MAN≠S RELATIONS    00694013
                WITH THE DIVINE; DISCUSS RELATIONS MENTIONED ABOVE,       00694014
                COMPARE AND CONTRAST VISUAL EVIDENCE WITH EVIDENCE        00694015
                SUPPLIED IN READING AND LECTURE IN PREVIOUS MODULES BASED 00694016
                ON LISTS PREPARED IN MODULES 690 AND 692,                 00694017
*SETTING        SMALL GROUP (1-12 STUDENTS),  COLLEGE                     00694010
*MATERIALS      PROJECTORS, SCREENS, SELECTED SLIDES,                     00694005
*LEVEL          ALL GRADES                                                00694008
*GENERAL;       ALL CANDIDATES                                            00694007
*HOURS          2                                                         00694006
*EVALUATION     PARTICIPATION IN GROUP DISCUSSION,  INSTRUCTOR DETERMINES 00694025
                THE STUDENT≠S LEVEL OF SYNTHESIS OF USUAL AND VERBAL      00694026
                INFORMATION ON THE ANCIENT GREEK TRADITION FROM THIS      00694027
                DISCUSSION,                                               00694028
*FILE           ART + ARCH  GREEKS  MAN VS, MAN                           00694009

*OBJECTIVES     TO MAKE STUDENT AWARE AND TOLERANT OF OTHER CULTURES,  TO 00695017
                COMPARE AND CONTRAST THE STUDENT≠S STANDARDS WITH GREEK≠S 00695018
                ATTITUDES,  TO ASSIST THE STUDENT IN CONSCIOUSLY          00695019
                RECOGNIZING AND EXPRESSING PREFERENCES FOR AND COMMITMENT 00695020
                TO A VALUE SYSTEM,                                        00695021
*PREREQUISITE   PREVIOUS MODULES                                          00695022
*EXPERIENCE     WRITE IN JOURNAL (IN ACCORDANCE WITH PROCEDURES           00695011
                ESTABLISHED IN MODULE 688); A REACTION TO THOSE ASPECTS OF00695012
                THE ANCIENT GREEK CHARACTER AND MIND WHICH THE STUDENT    00695013
                PERCEIVED AS MOST SIGNIFICANT,  AN EVALUATION OF THE      00695014
                IMPORTANCE OF THESE CHARACTERISTICS AND A DEFENSE OF THIS 00695015
                EVALUATION,                                               00695016
*SETTING        INDEPENDENT,  COLLEGE                                     00695010
*MATERIALS      BLANK                                                     00695005
*LEVEL          ALL GRADES                                                00695008
*GENERAL;       ALL CANDIDATES                                            00695007
*HOURS          2                                                         00695006
*EVALUATION     GROUP DISCUSSION DURING WHICH CLASS WOULD; IDENTIFY THE   00695023
                RANGE OF INTERPRETATIONS OF SOPHOCLES  FORM SMALLER GROUPS00695024
                TO PREPARE AN ARGUMENT FOR A SELECTED INTERPRETATION      00695025
                STUDENTS PRESENT THE ARGUMENT FOR A SELECTED              00695026
                INTERPRETATION OF SOPHOCLES,                              00695027
*FILE           VALUE SYSTEM  GREEKS                                      00695009

*OBJECTIVES     TO EXPERIENCE DIRECTLY ONE OF; THE MAJOR ART FORMS IN THE 00696017
                WESTERN TRADITION,  TO BE ABLE TO IDENTIFY MAJOR ELEMENTS,00696018
                CHARACTERS, EVENTS IN THE PLOTS,  TO COMPARE AND TO       00696019
```

```
              CONTRAST SOPHOCLES POSITION WITH THAT OF JOB AND STUDENT≠S00696020
              POSITION SET FORTH PREVIOUS IN MODULE 679,  TO INCREASE     00696021
              AWARENESS OF AND SENSITIVITY TO THE LIMITS OF THE HUMAN     00696022
              CONDITION AND OF HUMAN FREEDOM AND TO THE NATURE OF MAN,    00696023
*PREREQUISITE PREVIOUS MODULES                                            00696024
*EXPERIENCE   READ, SOPHOCLES, THE THEBAN PLAYS, FOCUSING ON: THE NATURE00696011
              OF THE RELATIONS BETWEEN MEN, BETWEEN MEN AND NATURE AND    00696012
              BETWEEN MEN AND THE DIVINE,  SOPHOCLES DEFINITION OF THE    00696013
              NATURE OF FREEDOM AS IT IS ILLUSTRATED IN THE ABOVE         00696014
              RELATIONSHIPS AND AS IT IS LIMITED BY A,THE NATURE OF SIN   00696015
              B,THE NATURE OF GUILT  C,THE NECESSITY OF RESPONSIBILITY    00696016
*SETTING      INDEPENDENT,  COLLEGE                                       00696010
*MATERIALS    SOPHOCLES, THE THEBAN PLAYS                                 00696005
*LEVEL        ALL GRADES                                                  00696008
*GENERAL      ALL CANDIDATES                                              00696007
*HOURS        3                                                           00696006
*EVALUATION   GROUP DISCUSSION DURING WHICH CLASS WOULD: IDENTIFY THE     00696025
              RANGE OF INTERPRETATIONS OF SOPHOCLES  FORM SMALLER GROUPS00696026
              TO PREPARE AN ARGUMENT FOR A SELECTED INTERPRETATION        00696027
              STUDENTS PRESENT THE ARGUMENT FOR A SELECTED                00696028
              INTERPRETATION OF SOPHOCLES,                                00696029
*FILE         GREEKS  SOPHOCLES  FREEDOM                                  00696009
```

```
*OBJECTIVES   TO IDENTIFY THROUGH DISCUSSION MAJOR INTERPRETATIONS OF     00697013
              SOPHOCLEAN ATTITUDES,  TO EVALUATE THOSE INTERPRETATIONS,  00697014
              TO COMPARE AND CONTRAST SOPHOCLEAN ATTITUDES WITH THOSE OF00697015
              JOB AND WITH THOSE OF THE CONTEMPORARY WORLD,               00697016
*PREREQUISITE PREVIOUS MODULES                                            00697017
*EXPERIENCE   DISCUSS SOPHOCLES≠ ATTITUDE TOWARDS THE PROPER RELATIONS    00697011
              OF MAN TO MAN AS ILLUSTRATED IN HIS THEBAN PLAYS,           00697012
*SETTING      SMALL GROUP (1-12 STUDENTS),  COLLEGE                       00697010
*MATERIALS    BLANK                                                       00697005
*LEVEL        ALL GRADES                                                  00697008
*GENERAL      ALL CANDIDATES                                              00697007
*HOURS        1                                                           00697006
*EVALUATION   GROUP DISCUSSION DURING WHICH CLASS WOULD: IDENTIFY THE     00697018
              RANGE OF INTERPRETATIONS OF SOPHOCLES  FORM SMALLER GROUPS00697019
              TO PREPARE AN ARGUMENT FOR A SELECTED INTERPRETATION        00697020
              STUDENTS PRESENT THE ARGUMENT FOR A SELECTED                00697021
              INTERPRETATION OF SOPHOCLES,                                00697022
*FILE         GREEKS  SOPHOCLES  MAN VS, MAN                              00697009
```

```
*OBJECTIVES   TO MAKE THE STUDENT AWARE AND TOLERANT OF OTHER CULTURES,  00698018
              TO COMPARE AND CONTRAST THE STUDENT(S STANDARDS WITH GREEK00698019
              ATTITUDES,  TO ASSIST THE STUDENT IN CONSCIOUSLY            00698020
              RECOGNIZING AND EXPRESSING PREFERENCES FOR AND              00698021
              COMMITMENT TO A VALUE SYSTEM,                               00698022
*PREREQUISITE PREVIOUS MODULE                                             00698023
*EXPERIENCE   WRITE A REACTION IN THE JOURNAL (AS SPECIFIED IN THE        00698011
              MODULE 688 TO THE CLASS DISCUSSION IN MODULE 697 ON THE     00698012
              INTERPRETATIONS OF SOPHOCLES THEBAN PLAYS,  DESIGNATE       00698013
              SPECIFICALLY WHAT HE (STUDENT) BELIEVES TO BE THE           00698014
              SOPHOCLEAN ATTITUDE ON THE PROPER RELATIONSHIP OF MAN TO    00698015
              MAN,  EVALUATE THIS ATTITUDE IN CONTRAST TO THE STUDENT≠S  00698016
              OWN VIEWPOINT ON THIS ISSUE,                                00698017
*SETTING      INDEPENDENT,  COLLEGE                                       00698010
*MATERIALS    BLANK                                                       00698005
*LEVEL        ALL GRADES                                                  00698008
*GENERAL      ALL CANDIDATES                                              00698007
```

```
*HOURS          2                                                     00698006
*EVALUATION     GROUP DISCUSSION DURING WHICH THE CLASS WOULD; IDENTIFY  00698024
                THE RANGE OF INTERPRETATIONS OF SOPHOCLES; FORM SMALL    00698025
                GROUPS TO PREPARE AN ARGUMENT FOR A SELECTED              00698026
                INTERPRETATION; PRESENT ORALLY THE ARGUMENT FOR THAT     00698027
                INTERPRETATION,                                           00698028
*FILE           GREEKS  SOPHOCLES  MAN VS, MAN                            00698009
```

```
*OBJECTIVES     TO IDENTIFY THROUGH DISCUSSION THE MAJOR INTERPRETATIONS  00699013
                OF SOPHOCLEAN ATTITUDES, TO EVALUATE THESE INTERPRETATIONS00699014
                TO COMPARE AND CONTRAST SOPHOCLEAN ATTITUDES WITH THOSE   00699015
                OF JOB AND WITH THOSE OF THE CONTEMPORARY WORLD,          00699016
*PREREQUISITE   SEE PREVIOUS MODULES                                      00699017
*EXPERIENCE     DISCUSS SOPHOCLES≠ ATTITUDE ABOUT THE PROPER RELATIONS    00699011
                BETWEEN MAN AND NATURE,                                   00699012
*SETTING        SMALL GROUP (1-12 STUDENTS),  COLLEGE                     00699010
*MATERIALS      SOPHOCLES THEBAN PLAYS                                    00699005
*LEVEL          ALL GRADES                                                00699008
*GENERAL        ALL CANDIDATES                                            00699007
*HOURS          1                                                         00699006
*EVALUATION     GROUP DISCUSSION DURING WHICH THE CLASS WOULD; IDENTIFY   00699018
                THE RANGE OF INTERPRETATIONS OF SOPHOCLES; FORM SMALL     00699019
                GROUPS TO PREPARE AN ARGUMENT FOR A SELECTED              00699020
                INTERPRETATION; PRESENT ORALLY THE ARGUMENT FOR THAT      00699021
                INTERPRETATION,                                           00699022
*FILE           GREEKS  SOPHOCLES  MAN VS NATURE                          00699009
```

```
*OBJECTIVES     TO MAKE STUDENTS AWARE AND TOLERANT OF OTHER CULTURES,  TO00700019
                COMPARE AND CONTRAST THE STUDENTS≠ STANDARDS WITH GREEK   00700020
                ATTITUDES,  TO ASSIST THE STUDENT IN CONSCIOUSLY          00700021
                RECOGNIZING AND EXPRESSING A PREFERENCE FOR AND COMMITMENT00700022
                TO A VALUE SYSTEM                                         00700023
*PREREQUISITE   PREVIOUS MODULE                                           00700024
*EXPERIENCE     WRITE A REACTION IN THE JOURNAL (AS SPECIFIED IN 688) TO  00700011
                THE PREVIOUS (699) DISCUSSION OF SOPHOCLES ATTITUDES      00700012
                ABOUT THE PROPER RELATIONS BETWEEN MAN AND NATURE,        00700013
                (STUDENT) IDENTIFY IN THE JOURNAL THE INTERPRETATION OF   00700014
                THE SOPHOCLEAN ATTITUDE,  IDENTIFY AND EVALUATE           00700015
                (STUDENT≠S) OWN POSITION ABOUT THE PROPER RELATIONS       00700016
                BETWEEN MAN AND NATURE IN THE JOURNAL AS COMPARED TO      00700017
                SOPHOCLES,                                                00700018
*SETTING        INDEPENDENT,  COLLEGE                                     00700010
*MATERIALS      BLANK                                                     00700005
*LEVEL          ALL GRADES                                                00700008
*GENERAL        ALL CANDIDATES                                            00700007
*HOURS          2                                                         00700006
*EVALUATION     GROUP DISCUSSION DURING WHICH THE CLASS WOULD; IDENTIFY   00700025
                THE RANGE OF INTERPRETATIONS OF SOPHOCLES; FORM SMALL     00700026
                GROUPS TO PREPARE AN ARGUMENT FOR A SELECTED              00700027
                INTERPRETATION; PRESENT ORALLY THE GROUP ARGUMENT FOR THAT00700028
                INTERPRETATION,                                           00700029
*FILE           GREEKS  SOPHOCLES  MAN VS NATURE                          00700009
```

```
*OBJECTIVES     TO IDENTIFY THROUGH DISCUSSION THE MAJOR INTERPRETATIONS  00701013
                OF SOPHOCLEAN ATTITUDES,  TO EVALUATE THOSE               00701014
                INTERPRETATIONS,  TO COMPARE AND CONTRAST SOPHOCLEAN      00701015
                ATTITUDES WITH THOSE OF JOB AND THOSE OF THE              00701016
                CONTEMPORARY WORLD,                                       00701017
```

```
*PREREQUISITE PREVIOUS MODULES                                         00701018
*EXPERIENCE    DISCUSS SOPHOCLES# ATTITUDE ABOUT THE PROPER RELATIONS  00701011
               BETWEEN MAN AND THE DIVINE (FATE),                      00701012
*SETTING       SMALL GROUP (1=12 STUDENTS),  COLLEGE                   00701010
*MATERIALS     BLANK                                                   00701005
*LEVEL         ALL GRADES                                              00701008
*GENERAL!      ALL CANDIDATES                                          00701007
*HOURS         1                                                       00701006
*EVALUATION    GROUP DISCUSSION DURING WHICH THE CLASS WOULD! IDENTIFY 00701019
               THE RANGE OF INTERPRETATIONS OF SOPHOCLES; FORM SMALL   00701020
               GROUPS TO PREPARE AN ARGUMENT FOR A SELECTED            00701021
               INTERPRETATION; PRESENT ORALLY THE GROUP ARGUMENT FOR THAT00701022
               INTERPRETATION,                                         00701023
*FILE          GREEKS  SOPHOCLES  MAN VS DIVINE                        00701009
```

```
*OBJECTIVES    TO MAKE STUDENTS AWARE AND TOLERANT OF OTHER CULTURES,  T000702017
               COMPARE + CONTRAST THE STUDENTS#S STANDARDS WITH GREEK  00702018
               ATTITUDES,  TO ASSIST THE STUDENT IN CONSCIOUSLY        00702020
               RECOGNIZING AND EXPRESSING A PREFERENCE FOR AND         00702021
               COMMITTMENT TO A VALUE SYSTEM,                          00702022
*PREREQUISITE  PREVIOUS MODULE                                         00702023
*EXPERIENCE    COMPOSE A REACTION IN THE JOURNAL TO THE DISCUSSION AS  00702011
               RAISED IN CLASS IN MODULE 701,  IDENTIFY THE SOPHOCLEAN 00702012
               ATTITUDE ABOUT THE PROPER RELATIONS BETWEEN MAN AND THE 00702013
               DIVINE IN THE REACTION JOURNAL,  IDENTIFY AND EVALUATE  00702014
               PERSONAL POSITION AS COMPARED TO SOPHOCLES ON THIS ISSUE 00702015
               (IN THE REACTION JOURNAL),                              00702016
*SETTING       INDEPENDENT,  COLLEGE                                   00702010
*MATERIALS     BLANK                                                   00702005
*LEVEL         ALL GRADES                                              00702008
*GENERAL!      ALL CANDIDATES                                          00702007
*HOURS         2                                                       00702006
*EVALUATION    GROUP DISCUSSION FOCUSING ON THE IDENTIFICATION AND     00702024
               EVALUATION OF THE DOMINANT THEMES IN THE MATERIALS,     00702025
*FILE          GREEKS  SOPHODES  MAN VS, DIVINE                        00702009
```

```
*OBJECTIVES    TO BE AWARE OF RECENT TREATMENT OF SOPHOCLEAN THEMES,  TO 00703014
               COMPARE AND CONTRAST SOPHOCLEAN AND MODERN TREATMENT OF 00703015
               THEMES,  TO MAKE STUDENT AWARE OF AND SENSITIVE TO      00703016
               CONTEMPORARY FORMS OF ARTISTIC EXPRESSION,              00703017
*PREREQUISITE  PREVIOUS MODULE                                         00703018
*EXPERIENCE    VIEW FILM TOMMORROW IS MY TURN, WHICH DEALS WITH THEMES 00703011
               COMPARABLE TO THOSE OF THE THEBAN PLAYS, I,E, SIN, GUILT 00703012
               AND RESPONSIBILITY,                                     00703013
*SETTING       INDEPENDENT,  COLLEGE                                   00703010
*MATERIALS     FILM, TOMORROW IS MY TURN, STUDY CARREL AND FILM EQUIPMENT00703005
*LEVEL         ALL GRADES                                              00703008
*GENERAL!      ALL CANDIDATES                                          00703007
*HOURS         1,5                                                     00703006
*EVALUATION    GROUP DISCUSSION FOCUSING ON THE IDENTIFICATION AND     00703019
               EVALUATION OF THE DOMINANT THEMES IN THE MATERIALS,     00703020
*FILE          SOPHOCLES  SIN  RESPONSIBILITY                          00703009
```

```
*OBJECTIVES    TO MAKE STUDENTS AWARE OF THE SIMILARITIES AND          00704017
               DIS=SIMILARITIES IN THE WESTERN TRADITION,  TO IDENTIFY 00704018
               AND EVALUATE THE SIMILARITIES AND DISSIMILARITIES OF THE 00704019
               WESTERN TRADITION AS EXEMPLIFIED BY THE THEBAN PLAYS AND 00704020
               TOMORROW IS MY TURN,                                    00704021
```

```
*PREREQUISITE PREVIOUS MODULES                                            00704022
*EXPERIENCE   DISCUSS THE RELATIONSHIPS BETWEEN TOMORROW IS MY TURN       00704011
              AND THE THEBAN PLAYS IN REGARD TO THEIR TREATMENT OF MAN≠S00704012
              RELATIONSHIPS WITH MAN MAN≠S RELATIONSHIPS WITH NATURE      00704013
              MAN≠S RELATIONSHIPS WITH THE DIVINE (FATE) COMPARE THE      00704014
              TREATMENTS OF THE THEMES OF SIN, GUILT, SUFFERING AND       00704015
              RESPONSIBILITY,                                             00704016
*SETTING      SMALL GROUP (1-12 STUDENTS),  COLLEGE                       00704010
*MATERIALS    BLANK                                                       00704005
*LEVEL        ALL GRADES                                                  00704008
*GENERAL      ALL CANDIDATES                                              00704007
*HOURS        1                                                           00704006
*EVALUATION   GROUP DISCUSSION FOCUSING ON THE IDENTIFICATION AND         00704023
              EVALUATION OF THE DOMINANT THEMES IN THE MATERIALS,         00704024
*FILE         SOPHOCLES  SIN  RESPONSIBILITY                              00704009
```

```
*OBJECTIVES   TO MAKE STUDENTS AWARE AND TOLERANT OF OTHER CULTURES,  TO00705018
              COMPARE AND CONTRAST THE STUDENT≠S STANDARDS WITH GREEK     00705019
              ATTITUDES,  TO ASSIST THE STUDENT IN CONSCIOUSLY            00705020
              RECOGNIZING AND EXPRESSING PREFERENCES FOR AND COMMITMENT 00705021
              TO A VALUE SYSTEM,                                          00705022
*PREREQUISITE PREVIOUS MODULES                                            00705023
*EXPERIENCE   WRITE IN REACTION JOURNAL; IDENTIFICATION AND EVALUATION    00705011
              OF ANY CHANGES TO BE MADE IN THE ENTRIES FOR MODULES 695,  00705012
              698,700 AND 702 AS A RESULT OF VIEWING AND DISCUSSING       00705013
              TOMORROW IS MY TURN, (MODULES 703 + 704),  A SYNTHESIS OF  00705014
              THE VALUES STATED IN MODULES 698,700 AND 702, CLARIFYING   00705015
              CO-ORDINATING AND RECONCILING DISCREPANCIES IN THE POINTS  00705016
              OF VIEW,                                                    00705017
*SETTING      INDEPENDENT,  COLLEGE                                       00705010
*MATERIALS    BLANK                                                       00705005
*LEVEL        ALL GRADES                                                  00705008
*GENERAL      ALL CANDIDATES                                              00705007
*HOURS        4                                                           00705006
*EVALUATION   TO BE BASED UPON INSTRUCTOR≠S EVALUATION OF JOURNAL         00705024
              ENTRIES AS THEY RELATE TO CRITERIA ESTABLISHED-CLARITY,    00705025
              COGENCY AND VIGOR OF PRESENTATION,                          00705026
*FILE         SOPHOCLES  GREEKS  VALUE SYSTEMS                            00705009
```

```
*OBJECTIVES   TO SUPPLY STUDENT WITH AN EXTERNAL CRITERIA FOR EVALUATION00706015
              OF JOURNAL ENTRIES, TO IDENTIFY WEAK, INSUFFICIENT OR       00706016
              INCONCLUSIVE REASONING; TO ASSIST STUDENT IN EVALUATING     00706017
              HIS PROGRESS IN DEVELOPING AND STATING HIS                  00706018
              CHARACTERIZATION OF HIS OWN VALUE SYSTEM,                   00706019
*PREREQUISITE PREVIOUS MODULE                                             00706020
*EXPERIENCE   CONFER INDIVIDUALLY WITH INSTRUCTOR CONCERNING THE ENTRIES00706011
              IN THE REACTION JOURNAL AS COMPLETED FROM ASSIGNMENTS IN    00706012
              PREVIOUS MODULES 695,698,700,702 + 705 ACCORDING TO         00706013
              GUIDELINES ESTABLISHED,                                     00706014
*SETTING      OTHER (SPECIFY) CONFERENCE,  COLLEGE                        00706010
*MATERIALS    BLANK                                                       00706005
*LEVEL        ALL GRADES                                                  00706008
*GENERAL      ALL CANDIDATES                                              00706007
*HOURS        ,5                                                          00706006
*EVALUATION   TO BE BASED UPON INSTRUCTOR≠S EVALUATION OF JOURNAL         00706021
              ENTRIES AS THEY RELATE TO CRITERIA ESTABLISHED-CLARITY,    00706022
              COGENCY AND VIGOR OF PRESENTATION,                          00706023
*FILE         VALUE SYSTEMS  GREEKS  EVALUATION                           00706009
```

```
*OBJECTIVES     TO INFORM STUDENT OF ASSIGNMENTS AND WHEN DUE, OF           00707018
                ARRANGEMENT OF CLASS MEETINGS FOR NEXT SEGMENT OF COURSE    00707019
*PREREQUISITE   PREVIOUS MODULES                                            00707020
*EXPERIENCE     LISTEN TO LECTURE WHICH WILL; OUTLINE CLASSROOM PROCEEDURE00707011
                FOR THE NEXT SEGMENT OF THE COURSE,  REVIEW BRIEFLY         00707012
                OBJECTIVES FOR THIS SEGMENT OF THE COURSE, MODULES 707 TO 00707013
                726, HAND OUT ASSIGNMENTS SHEETS FOR READING ASSIGNMENTS, 00707014
                JOURNAL ENTRIES, TIMES AND PLACES TO ARRANGE FOR            00707015
                CONFERENCES WITH INSTRUCTOR FOR REVIEW OF JOURNAL ENTRIES 00707016
                SUBJECT OF OUTSIDE, INDEPENDENT WORK ASSIGNMENT             00707017
*SETTING        LARGE GROUP,  BLANK                                         00707010
*MATERIALS      BLANK                                                       00707005
*LEVEL          ALL GRADES                                                  00707008
*GENERAL        ALL CANDIDATES                                              00707007
*HOURS          15 MIN                                                      00707006
*EVALUATION     TO BE BASED UPON INSTRUCTOR#S EVALUATION OF WORK PROJECT    00707021
                REPORT AS THEY EXHIBIT CLARITY, COGENCY AND VIGOR OF        00707022
                PRESENTATION,                                               00707023
*FILE           MEDIEVAL EUROPE  DANTE                                      00707009
```

```
*OBJECTIVES     TO PREPARE INDEPENDENTLY A REACTION REPORT ON SIGNIFICANT 00708022
                ARTISTIC EXAMPLES OF THE WESTERN TRADITION NOT COVERED IN 00708023
                THE COURSE,  TO EXPOSE STUDENT AND INCREASE HIS AWARENESS 00708024
                OF AND SENSITIVITY TO ARTISTIC FORMS OF THE WEST,           00708025
                EXPECIALLY THOSE WHICH MAY BE MOST ATTRACTIVE TO THAT       00708026
                INDIVIDUAL,                                                 00708027
*PREREQUISITE   PREVIOUS MODULES                                            00708028
*EXPERIENCE     CONFER WITH INSTRUCTOR ACCORDING TO PLANS SET FORTH IN      00708011
                MODULE 707 ABOUT THE INDEPENDENT WORK PROJECT WHICH IS TO 00708012
                EITHER BE FROM THE FOLLOWING SUGGESTIONS OR SOME            00708013
                COMPARABLE PROJECT WITH THE APPROVAL OF BOTH STUDENT AND    00708014
                INSTRUCTOR,  SUGGESTED PROJECTS WOULD INCLUDE; READING ONE00708015
                OF THE FOLLOWING; LUCRETIUS, ON THE NATURE OF THINGS        00708016
                TRISTAN AND ISOLT  SHAKESPEARE, OTHELLO  VOLTAIRE, CANDIDE00708017
                KAFKA, THE TRAIL  VIEWING ALL OF THE FOLLOWING;             00708018
                INTOLERANCE  POTEMKIN  JULES ET JIM  ATTENDING A SELECTED 00708019
                LIST OF CONCERTS  VISITING BOTH THE DETROIT AND TOLEDO      00708020
                ART MUSEUMS                                                 00708021
*SETTING        OTHER (SPECIFY) CONFERENCE,  COLLEGE                        00708010
*MATERIALS      BLANK                                                       00708005
*LEVEL          ALL GRADES                                                  00708008
*GENERAL        ALL CANDIDATES                                              00708007
*HOURS          .5                                                          00708006
*EVALUATION     CONFERENCE WITH INSTRUCTOR AND EVALUATION OF WRITTEN        00708029
                REPORT BASED UPON VIGOR, COGENCY AND CLARITY OF             00708030
                PRESENTATION IN MODULE 740,                                 00708031
*FILE           MEDIEVAL EUROPE  LITERATURE WORK PROJECT  ART INTRODUCTION00708009
```

```
*OBJECTIVES     TO ASSIST THE STUDENT IN HIS OWN VALUE SYSTEM, BEING AWARE00709022
                OF AND SENSITIVE TO CHANGES IN THAT SYSTEM DUE TO           00709023
                EXPERIENCE, AND BEING SENSITIVE TO AND TOLERANT OF CHANGES00709024
                AND DIFFERENCES IN VALUE SYSTEMS,  TO PREPARE               00709025
                INDEPENDENTLY A REACTION REPORT ON SIGNIFICANT ARTISTIC     00709026
                EXAMPLES OF THE WESTERN TRADITION,  TO EXPOSE THE STUDENT 00709027
                AND INCREASE HIS AWARENESS OF AND SENSITIVITY TO ARTISTIC 00709028
                FORMS OF THE WEST, ESPECIALLY THOSE WHICH MAY BE MOST       00709029
                ATTRACTIVE TO THAT INDIVIDUAL,                              00709030
*PREREQUISITE   PREVIOUS MODULES                                            00709031
*EXPERIENCE     WRITE A REPORT CONCERNING THE MATERIALS SELECTED IN THE     00709011
```

```
                PREVIOUS MODULE: THIS REPORT SHOULD CONTAIN: A BRIEF           00709012
                STATEMENT OF SOURCES USED IN PREPARING THE REPORT,  AN         00709013
                ANALYSIS OF THE WAYS IN WHICH THE SELECTED EXPERIENCE          00709014
                REFLECTS: A)MAN(S RELATIONS WITH MAN; B)MAN≠S RELATIONS        00709015
                WITH NATURE; C)MAN≠S RELATIONS WITH THE DIVINE,  A BRIEF       00709016
                STATEMENT OF THE STUDENT(S POSITIONS REGARDING THE ABOVE       00709017
                THEMES, BASED LARGELY ON JOURNAL ENTRIES IN PREVIOUS           00709018
                MODULES  AN EVALUATION BY THE STUDENT OF CHANGES IN            00709019
                ATTITUDES AND VALUES HE MAY HAVE EXPERIENCED AS A RESULT       00709020
                OF THIS ASSIGNMENT,                                            00709021
*SETTING        INDEPENDENT,  BLANK                                            00709010
*MATERIALS      BLANK                                                          00709005
*LEVEL          ALL GRADES                                                     00709008
*GENERAL        ALL CANDIDATES                                                 00709007
*HOURS          10                                                             00709006
*EVALUATION     TO BE BASED UPON INSTRUCTOR≠S EVALUATION OF WORK PROJECT       00709032
                REPORT AS THEY EXHIBIT CLARITY, COGENCY AND VIGOR OF           00709033
                PRESENTATION,                                                  00709034
*FILE           MEDIEVAL EUROPE  LITERATURE  VALUE SYSTEM                      00709009

*OBJECTIVES     TO PROVIDE STUDENT WITH BACKGROUND MATERIAL FOR MORE           00710015
                DETAILED READING ON MEDIEVAL EUROPE,  TO ASSIST THE            00710016
                STUDENT IN IDENTIFYING THE MAJOR CHARACTERISTICS OF            00710017
                MEDIEVAL EUROPE FOR COMPARISON AND CONTRAST WITH THE           00710018
                HEBRAIC TRADITION, THE GREEK TRADITION AND CONTEMPORARY        00710019
                MODES,                                                         00710020
*PREREQUISITE   PREVIOUS MODULES                                               00710021
*EXPERIENCE     LISTEN TO LECTURE WHICH WILL EMPHASIZE THE FOLLOWING           00710011
                POINTS: THE POLITICAL, ECONOMIC AND SOCIAL BACKGROUND OF       00710012
                MEDIEVAL EUROPE,  THE INTELLECTUAL CHARACTER OF MEDIEVAL       00710013
                EUROPE,                                                        00710014
*SETTING        LARGE GROUP,  COLLEGE                                          00710010
*MATERIALS      BLANK                                                          00710005
*LEVEL          ALL GRADES                                                     00710008
*GENERAL        ALL CANDIDATES                                                 00710007
*HOURS          45 MIN                                                         00710006
*EVALUATION     PARTICIPATION IN GROUPS DISCUSSION WOULD DETERMINE             00710022
                STUDENT≠S LEVEL OF SYNTHESIS OF VISUAL AND VERBAL              00710023
                INFORMATION,                                                   00710024
*FILE           MEDIEVAL EUROPE  DANTE                                         00710009

*OBJECTIVES     TO ENABLE STUDENT TO IDENTIFY IMPORTANT CHARACTERISTICS OF00711016
                THE MEDIEVAL WORLD AS BACKGROUND MATERIAL FOR READING          00711017
                DANTE,                                                         00711018
*PREREQUISITE   PREVIOUS MODULES                                               00711019
*EXPERIENCE     READ FRIEDRICH HEER, THE MEDIEVAL WORLD, CHPTS, I,II,III,      00711011
                IX,XIV,XVI,  LIST MAJOR CHARACTERISTICS OF THE MEDIEVAL        00711012
                WORLD UNDER THREE GENERAL HEADINGS: 1)MAN≠S RELATIONS WITH00711013
                MAN; 2)MAN≠S RELATIONS WITH NATURE; 3) MAN≠S RELATIONS         00711014
                WITH THE DIVINE,                                               00711015
*SETTING        INDEPENDENT,  COLLEGE                                          00711010
*MATERIALS      FRIEDRICH HEER, THE MEDIEVAL WORLD, MENTOR BOOKS,              00711005
*LEVEL          ALL GRADES                                                     00711008
*GENERAL        ALL CANDIDATES                                                 00711007
*HOURS          3                                                              00711006
*EVALUATION     PARTICIPATION IN GROUPS DISCUSSION WOULD DETERMINE             00711020
                STUDENT≠S LEVEL OF SYNTHESIS OF VISUAL AND VERBAL              00711021
                INFORMATION,                                                   00711022
*FILE           MEDIEVAL EUROPE  DANTE  MAN VS, MAN                            00711009
```

```
*OBJECTIVES     TO PROVIDE STUDENT WITH AN OPPORTUNITY TO SET HIS OWN      00712015
                ASSIGNMENT DEPENDING UPON SELF=EVALUATION OF NEED FOR      00712016
                FURTHER BACKGROUND MATERIAL,                               00712017
*PREREQUISITE   PREVIOUS MODULES                                           00712018
*EXPERIENCE     STUDENT READS SELF=SELECTED PORTIONS OF THOMAS CHUBB,      00712011
                THE WORLD OF DANTE, IN ACCORDANCE WITH HIS SELF=DETERMINED00712012
                NEED FOR ADDITIONAL BACKGROUND MATERIAL ON MEDIEVAL EUROPE00712013
                AS A PREPARATION FOR READING DANTE,                        00712014
*SETTING        INDEPENDENT,  COLLEGE                                      00712010
*MATERIALS      THOMAS CHUBB, THE WORLD OF DANTE                           00712005
*LEVEL          ALL GRADES                                                 00712008
*GENERALI       ALL CANDIDATES                                             00712007
*HOURS          2                                                          00712006
*EVALUATION     PARTICIPATION IN GROUPS DISCUSSION WOULD DETERMINE         00712019
                STUDENT≠S LEVEL OF SYNTHESIS OF VISUAL AND VERBAL          00712020
                INFORMATION,                                               00712021
*FILE           MEDIEVAL EUROPE  DANTE  LITERATURE                         00712009
```

```
*OBJECTIVES     TO SYNTHESIZE VISUAL AND VERBAL INFORMATION ABOUT THE      00713021
                MEDIEVAL WORLD,  TO EVALUATE THAT WORLD AS AGAINST THE     00713022
                CONTEMPORARY, THE GREEK AND THE HEBREW,  TO EVALUATE WHAT  00713023
                IN THE MEDIEVAL ATTITUDES IS STILL RELEVANT,  TO           00713024
                STIMULATE AN AWARENESS OF AND SENSITIVITY TO ARTISTIC      00713025
                FORMS OF THE WESTERN TRADITION,                            00713026
*PREREQUISITE   PREVIOUS MODULES                                           00713027
*EXPERIENCE     VIEW AND DISCUSS SELECTED EXAMPLES OF MEDIEVAL ART AND     00713012
                ARCHITECTURE AS VISUAL EXAMPLES OF THE MEDIEVAL            00713013
                CHARACTERISTICS, SELECTING THOSE WHICH WOULD ILLUSTRATE    00713014
                MOST VIVIDLY; 1)MAN≠S RELATIONS WITH MAN; 2) MAN≠S         00713016
                RELATIONS WITH NATURE; 3) MAN≠S RELATIONS WITH THE DIVINE,00713017
                COMPARE AND CONTRAST THE VISUAL EVIDENCE SUPPLIED IN THE   00713018
                TWO PREVIOUS MODULES WITH THE LIST PREPARED BY THE STUDENT00713019
                IN MODULE, 711,                                            00713020
*SETTING        SMALL GROUP (1=12 STUDENTS),  COLLEGE                      00713011
*MATERIALS      SLIDES, (EMPHASIS ON ARCHITECTURE, CHARTRES + AMIENS       00713005
                CATHEDRALS) SCREEN AND SLIDE PROJECTOR,                    00713006
*LEVEL          ALL GRADES                                                 00713009
*GENERAL        ALL CANDIDATES                                             00713008
*HOURS          2                                                          00713007
*EVALUATION     PARTICIPATION IN GROUPS DISCUSSION WOULD DETERMINE         00713028
                STUDENT≠S LEVEL OF SYNTHESIS OF VISUAL AND VERBAL          00713029
                INFORMATION,                                               00713030
*FILE           MEDIEVAL EUROPE  ART  DANTE                                00713010
```

```
*OBJECTIVES     TO ASSIST THE STUDENT IN IDENTIFYING THE MAJOR             00714013
                CHARACTERISTICS OF MEDIEVAL EUROPE FOR COMPARISON AND      00714014
                CONTRAST WITH THE HEBRAIC TRADITION, THE GREEK TRADITION   00714015
                AND CONTEMPORARY MODES,  TO SYNTHESIZE VISUAL AND VERBAL   00714016
                INFORMATION ABOUT THE MEDIEVAL WORLD,  TO EVALUATE         00714017
                MEDIEVAL ATTITUDES THAT MAY HAVE CONTEMPORARY RELEVANCE,   00714018
                TO STIMULATE AN AWARENESS OF AND SENSITIVITY TO ARTISTIC   00714019
                FORMS OF THE WESTERN TRADITION,                            00714020
*PREREQUISITE   PREVIOUS MODULES                                           00714021
*EXPERIENCE     READ WILLIAM FLEMING, ARTS + IDEAS, 3RD EDITION, CHPTS, 5,00714011
                6, + 7,                                                    00714012
*SETTING        INDEPENDENT,  COLLEGE                                      00714010
*MATERIALS      WILLIAM FLEMING, ARTS + IDEAS, 3RD EDITION,                00714005
```

```
*LEVEL        ALL GRADES                                               00714008
*GENERALI     ALL CANDIDATES                                           00714007
*HOURS        2                                                        00714006
*EVALUATION   JOURNAL ENTRIES WILL BE JUDGED BY INSTRUCTOR ON THE BASIS 00714022
              OF COGENCY, VIGOR AND CLARITY OF PRESENTATION,           00714023
*FILE         MEDIEVAL EUROPE  ART  READING ANALYSIS                   00714009
```

```
*OBJECTIVES   TO IDENTIFY MAJOR CHARACTERISTICS OF MEDIEVAL MUSIC,  TO 00715018
              SYNTHESIZE VISUAL, AURAL AND VERBAL INFORMATION ABOUT THE 00715019
              PERIOD,  TO COMPARE AND CONTRAST MEDIEVAL CHARACTERISTICS 00715020
              WITH CONTEMPORARY MODES, AND THE GREEK AND THE HEBREW    00715021
              ATTITUDES,  TO INCREASE AWARENESS OF AND SENSITIVETY TO  00715022
              ARTISTIC FORMS OF THE WESTERN WORLD,                     00715023
*PREREQUISITE PREVIOUS MODULES                                         00715024
*EXPERIENCE   IN DISCUSSION GROUP; LISTEN TO MEDIEVAL CHURCH MUSIC AS  00715012
              EXEMPLIFIED BY THE GREGORIAN PLAIN SONG AND THE GOTHIC   00715013
              POLYPHONY,  IDENTIFY THE CHARACTERISTICS OF MEDIEVAL     00715014
              MUSIC,  COMPARE AND CONTRAST THESE CHARACTERISTICS       00715015
              WITH THE WRITTEN AND VISUAL INFORMATION ON MEDIEVAL EUROPE00715016
              FROM MODULES 036-040,                                    00715017
*SETTING      SMALL GROUP (1-12 STUDENTS),  COLLEGE                    00715011
*MATERIALS    RECORDS AND TAPES OF THE GREGORIAN PLAIN SONG AND THE    00715005
              GOTHIC POLYPHONY, RECORD PLAYER AND TAPE RECORDER,       00715006
*LEVEL        ALL GRADES                                               00715009
*GENERALI     ALL CANDIDATES                                           00715008
*HOURS        2                                                        00715007
*EVALUATION   JOURNAL ENTRIES WILL BE JUDGED BY INSTRUCTOR ON THE BASIS 00715025
              OF COGENCY, VIGOR AND CLARITY OF PRESENTATION,           00715026
*FILE         MEDIEVAL EUROPE  MUSIC  VALUE SYSTEMS                    00715010
```

```
*OBJECTIVES   TO SYNTHESIZE THE AURAL, VISUAL AND WRITTEN INFORMATION  00716016
              ABOUT MEDIEVAL ARTISTIC FORMS,  TO EVALUATE WHAT MEDIEVAL 00716017
              ATTITUDES HAVE CONTEMPORARY RELEVANCE,  TO STIMULATE AN  00716018
              AWARENESS OF AND SENSITIVITY TO ARTISTIC FORMS OF THE    00716019
              WESTERN TRADITION,  TO COMPARE AND CONTRAST MEDIEVAL     00716020
              CHARACTERISTICS WITH HEBREW AND GREEK ATTITUDES AND      00716021
              CONTEMPORARY MODES,                                      00716022
*PREREQUISITE PREVIOUS MODULES                                         00716023
*EXPERIENCE   STUDENTS INDEPENDENTLY VIEW ADDIONAL SLIDES OF MEDIEVAL  00716013
              ART AND LISTEN TO MEDIEVAL MUSICAL COMPOSITIONS TO       00716014
              AUGMENT MATERIALS AND DISCUSSIONS IN MODULES 713 AND 715 00716015
*SETTING      INDEPENDENT,  COLLEGE                                    00716012
*MATERIALS    SLIDES OF MEDIEVAL ART + ARCHITECTURE, RECORDINGS OF     00716005
              MEDIEVAL MUSIC, SLIDES PROJECTOR, SCREEN AND TAPE RECORDER00716006
              IN INDIVIDUAL STUDY CARRELS,                             00716007
*LEVEL        ALL GRADES                                               00716010
*GENERALI     ALL CANDIDATES                                           00716009
*HOURS        2                                                        00716008
*EVALUATION   JOURNAL ENTRIES WILL BE JUDGED BY INSTRUCTOR ON THE BASIS 00716024
              OF COGENCY, VIGOR AND CLARITY OF PRESENTATION,           00716025
*FILE         MEDIEVAL EUROPE  MUSIC  ART                              00716011
```

```
*OBJECTIVES   TO INCREASE STUDENT AWARENESS OF AND SENSITIVITY TO      00717019
              CULTURAL DIFFERENCES,  TO ENCOURAGE STUDENT ANALYSIS OF  00717020
              REASONS FOR STATING PREFERENCES,  TO RECOGNIZE AND EXPRESS00717021
              PREFERENCES FOR AND COMMITMENT TO PERSONAL VALUES,  TO   00717022
              IDENTIFY CONTINUITIES OF VALUES IN THE WESTERN TRADITION, 00717023
*PREREQUISITE PREVIOUS MODULES                                         00717024
```

```
*EXPERIENCE    RECORD IN REACTION JOURNAL THE FOLLOWING (ACCORDING TO      00717011
               PROCEEDURES EST, IN 707): THOSE VISUAL, AURAL +             00717012
               INTELLECTUAL CHARACTERISTICS OF MEDIEVAL LIFE WHICH THE     00717013
               STUDENT FINDS TO BE RELEVANT UNDER THREE HEADINGS:  MAN≠S  00717014
               RELATIONSHIPS WITH MAN;  MAN≠S RELATIONSHIPS WITH NATURE;  00717015
               MAN≠S RELATIONSHIPS WITH THE DIVINE,  AN ANALYSIS OF THE   00717016
               REASONING PROCESS WHEREBY THE RELEVANT CHARACTERISTICS OF  00717017
               MEDIEVAL LIFE WERE SELECTED,                                00717018
*SETTING       INDEPENDENT,  COLLEGE                                       00717010
*MATERIALS     BLANK                                                       00717005
*LEVEL         ALL GRADES                                                  00717008
*GENERAL       ALL CANDIDATES                                              00717007
*HOURS         2                                                           00717006
*EVALUATION    JOURNAL ENTRIES WILL BE JUDGED BY INSTRUCTOR ON THE BASIS  00717025
               OF COGENCY, VIGOR AND CLARITY OF PRESENTATION,              00717026
*FILE          ART  MEDIEVAL EUROPE  MAN VS, MAN                           00717009
```

```
*OBJECTIVES    TO HAVE DIRECT EXPERIENCE WITH A MAJOR LITERARY CLASSIC     00718015
               OF THE WESTERN TRADITION,  TO IDENTIFY MAJOR ELEMENTS,      00718016
               CHARACTERS, EVENTS AND SYMBOLS IN THE WORK,  TO COMPARE     00718017
               AND CONTRAST DANTE WITH SOPHOCLES AND JOB,  TO INCREASE     00718018
               AWARENESS OF AND SENSITIVITY TO CULTURAL DIFFERENCES,       00718019
*PREREQUISITE  PREVIOUS MODULES                                            00718020
*EXPERIENCE    READ DANTE, THE INFERNO, CIARDI TRANSLATION, (MENTOR),      00718011
               LIST DANTE≠S ATTITUDES TOWARD THE THREE THEMES OF THE       00718012
               COURSE: MAN≠S RELATIONS WITH MAN;  MAN≠S RELATIONS WITH     00718013
               NATURE; MAN≠S RELATIONS WITH THE DIVINE,                    00718014
*SETTING       INDEPENDENT,  COLLEGE                                       00718010
*MATERIALS     DANTE, THE INFERNO, MENTOR EDITION,                         00718005
*LEVEL         ALL GRADES                                                  00718008
*GENERAL       ALL CANDIDATES                                              00718007
*HOURS         4                                                           00718006
*EVALUATION    IN SMALL GROUP DISCUSSION, THE INSTRUCTOR WILL EVALUATE     00718021
               STUDENTS ABILITY TO IDENTIFY DANTE≠S ATTITUDES, TO COMPARE00718022
               + TO CONTRAST WITH PREVIOUS READINGS + WITH THE ATTITUDES  00718023
               OF CONTEMPORARY WORLD,                                      00718024
*FILE          MEDIEVAL EUROPE  DANTE  INFERNO                             00718009
```

```
*OBJECTIVES    TO PROVIDE STUDENTS WITH AN ADDITIONAL SOURCE OF            00719013
               INFORMATION TO ASSIST IN INTERPRETTING DANTEAN SYMBOLISM,  00719014
*PREREQUISITE  PREVIOUS MODULES                                            00719015
*EXPERIENCE    RECOMMENDED READING: SAYER≠S NOTES AND TRANSLATION,         00719011
               DANTE≠S THE INFERNO (PENGUIN)                               00719012
*SETTING       INDEPENDENT,  COLLEGE                                       00719010
*MATERIALS     DANTE, INFERNO, SAYERS TRANS + NOTES, PENGUIN,              00719005
*LEVEL         ALL GRADES                                                  00719008
*GENERAL       ALL CANDIDATES                                              00719007
*HOURS         4                                                           00719006
*EVALUATION    IN SMALL GROUP DISCUSSION, THE INSTRUCTOR WILL EVALUATE     00719016
               STUDENTS ABILITY TO IDENTIFY DANTE≠S ATTITUDES, TO COMPARE00719017
               + TO CONTRAST WITH PREVIOUS READINGS + WITH THE ATTITUDES  00719018
               OF CONTEMPORARY WORLD,                                      00719019
*FILE          MEDIEVAL EUROPE  SYMBOLISM  DANTE                           00719009
```

```
*OBJECTIVES    TO IDENTIFY DANTE≠S ATTITUDES ABOUT MAN≠S PROPER RELATIONS00720015
               WITH MAN,  TO COMPARE AND CONTRAST THOSE ATTITUDES WITH     00720016
               SOPHOCLES AND JOB≠S ATTITUDES AND WITH CONTEMPORARY         00720017
               ATTITUDES ON THE SAME THEME,                                00720018
```

```
*PREREQUISITE PREVIOUS MODULES                                          00720019
*EXPERIENCE   DISCUSS DANTE, THE INFERNO WITH SPECIFIC REFERENCE TO     00720011
              DANTE≠S ATTITUDE TOWARDS MAN PROPER RELATIONS WITH MAN,   00720012
              THIS DISCUSSION WOULD BE BASED UPON THE LISTS COMPILED IN 00720013
              MODULE 044,                                               00720014
*SETTING      SMALL GROUP (1-12 STUDENTS),  COLLEGE                     00720010
*MATERIALS    BLANK                                                     00720005
*LEVEL        ALL GRADES                                                00720008
*GENERAL:     ALL CANDIDATES                                            00720007
*HOURS        1                                                         00720006
*EVALUATION   IN SMALL GROUP DISCUSSION, THE INSTRUCTOR WILL EVALUATE   00720020
              STUDENTS ABILITY TO IDENTIFY DANTE≠S ATTITUDES, TO COMPARE00720021
              + TO CONTRAST WITH PREVIOUS READINGS + WITH THE ATTITUDES 00720022
              OF CONTEMPORARY WORLD,                                    00720023
*FILE         MEDIEVAL EUROPE  DANTE  MAN VERSUS MAN                    00720009
```

```
*OBJECTIVES   TO IDENTIFY CONTINUITIES OF ATTITUDES IN THE WESTERN      00721017
              TRADITION,  TO IDENTIFY AND EXPRESS PREFERENCE FOR AND    00721018
              COMMITMENT TO PERSONAL VALUES,  TO IDENTIFY REASONS FOR   00721019
              THOSE VALUES,                                             00721020
*PREREQUISITE PREVIOUS MODULES                                          00721021
*EXPERIENCE   REACT IN JOURNAL TO CLASS DISCUSSION IN PREVIOUS MODULE,  00721011
              SPECIFICALLY: IDENTIFY THOSE ELEMENTS OF DANTE≠S ATTITUDES00721012
              CONCERNING THE PROPER RELATIONS BETWEEN MEN WHICH THE     00721013
              STUDENT FINDS RELEVANT TO HIS PERSONAL MODE OF LIFE,      00721014
              ANALYZE THE REASONS FOR THEIR RELEVANCE, GIVING REFERENCE 00721015
              TO PERSONAL PREFERENCE AND CIRCUMSTANCES, ETC,            00721016
*SETTING      INDEPENDENT,  COLLEGE                                     00721010
*MATERIALS    BLANK                                                     00721005
*LEVEL        ALL GRADES                                                00721008
*GENERAL:     ALL CANDIDATES                                            00721007
*HOURS        2                                                         00721006
*EVALUATION   TO BE BASED UPON INSTRUCTOR≠S EVALUATION OF JOURNAL       00721022
              ENTIRES AS THEY RELATE TO CRITERIA ESTABLISHED--CLARITY,  00721023
              COGENCY AND VIGOR OF PRESENTATION,                        00721024
*FILE         MEDIEVAL EUROPE  DANTE  MAN VERSUS MAN                    00721009
```

```
*OBJECTIVES   TO IDENTIFY DANTE≠S ATTITUDES CONCERNING MAN≠S PROPER     00722013
              RELATIONSHIP WITH NATURE,  TO COMPARE AND CONTRAST THOSE  00722014
              ATTITUDES WITH SOPHOCLES≠ AND JOB≠S ATTITUDES AND WITH    00722015
              ANALYZE THE REASONS FOR THAT RELEVANCE                    00725016
*PREREQUISITE PREVIOUS MODULES                                          00722017
*EXPERIENCE   DISCUSS DANTE≠S ATTITUDES CONCERNING THE PROPER           00722011
              RELATIONSHIPS BETWEEN MAN AND NATURE,                     00722012
*SETTING      SMALL GROUP (1-12 STUDENTS),  COLLEGE                     00722010
*MATERIALS    BLANK                                                     00722005
*LEVEL        ALL GRADES                                                00722008
*GENERAL:     ALL CANDIDATES                                            00722007
*HOURS        1                                                         00722006
*EVALUATION   IN SMALL GROUP DISCUSSION THE INSTRUCTOR WILL EVALUATE THE00722018
              STUDENTS≠ ABILITY TO IDENTIFY DANTE≠S ATTITUDES, TO       00722019
              COMPARE AND CONTRAST THESE ATTITUDES WITH PREVIOUS        00722020
              READINGS (ON THE HEBREWS AND THE GREEKS) AND WITH THE     00722021
              ATTITUDES OF THE CONTEMPORARY WORLD,                      00722022
*FILE         MEDIEVAL EUROPE  DANTE  MAN VS NATURE                     00722009
```

```
*OBJECTIVES   TO IDENTIFY CONTINUITIES OF ATTITUDES IN THE WESTERN      00723016
              TRADITION,  TO IDENTIFY AND EXPRESS PREFERENCES FOR AND   00723017
              COMMITMENT TO PERSONAL VALUES,  TO IDENTIFY REASONS FOR     00723018
              THOSE VALUES,                                               00723019
*PREREQUISITE PREVIOUS MODULES                                            00723020
*EXPERIENCE   WRITE IN JOURNAL A REACTION TO CLASS DISCUSSION IN MODULE 00723011
              048,  SPECIFICALLY; IDENTIFY THOSE ELEMENTS OF DANTE#S      00723012
              ATTITUDES ABOUT MAN#S RELATIONS WITH NATURE WHICH THE       00723013
              STUDENT FINDS RELEVANT TO HIS PERSONAL MODE OF LIFE,        00723014
              ANALYZE THE REASONS FOR THEIR RELEVANCE,                    00723015
*SETTING      INDEPENDENT,  COLLEGE                                       00723010
*MATERIALS    BLANK                                                       00723005
*LEVEL        ALL GRADES                                                  00723008
*GENERALI     ALL CANDIDATES                                              00723007
*HOURS        2                                                           00723006
*EVALUATION   TO BE BASED UPON INSTRUCTOR#S EVALUATION OF JOURNAL         00723021
              ENTIRES AS THEY RELATE TO CRITERIA ESTABLISHED--CLARITY,    00723022
              COGENCY AND VIGOR OF PRESENTATION,                          00723023
*FILE         MEDIEVAL EUROPE  DANTE  MAN VS NATURE                       00723009
```

```
*OBJECTIVES   TO IDENTIFY DANTE#S ATTITUDES CONCERNING THE PROPER         00724016
              RELATIONSHIP BETWEEN MAN AND THE DIVINE,  TO COMPARE AND    00724017
              CONTRAST THOSE ATTITUDES WITH SOPHOCLES AND JOB#S           00724018
              ATTITUDES AND WITH CONTEMPORARY ATTITUDES ON THE SAME       00724019
              THEME,                                                      00724020
*PREREQUISITE PREVIOUS MODULES                                            00724021
*EXPERIENCE   DISCUSS;  DANTE#S ATTITUDES CONCERNING THE PROPER           00724012
              RELATIONSHIP BETWEEN MAN AND THE DIVINE,  THE COMPARISONS 00724013
              AND CONTRASTS BETWEEN DANTE#S, SOPHOCLES, JOB#S AND         00724014
              CONTEMPORARY ATTITUDES ON THE SAME THEME,                   00724015
*SETTING      SMALL GROUP (1-12 STUDENTS),  COLLEGE                       00724011
*MATERIALS    BLANK                                                       00724005
*LEVEL        ALL GRADES                                                  00724009
*GENERALI     ALL CANDIDATES                                              00724008
*HOURS        1                                                           00724006
*EVALUATION   IN SMALL GROUP DISCUSSION THE INSTRUCTOR WILL EVALUATE THE00724022
              STUDENTS# ABILITY TO IDENTIFY DANTE#S ATTITUDES, TO         00724023
              COMPARE AND TO CONTRAST WITH PREVIOUS READINGS (ON THE      00724024
              HEBREWS AND GREEKS) AND WITH PROBLEMS OF THE CONTEMPORARY 00724025
              WORLD,                                                      00724026
*FILE         MEDIEVAL EUROPE  DANTE  MAN VS DIVINE                       00724010
```

```
*OBJECTIVES   TO IDENTIFY CONTINUITIES OF ATTITUDES IN THE WESTERN        00725017
              TRADITION,  TO IDENTIFY AND EXPRESS PREFERENCES FOR AND     00725018
              COMMITMENT TO PERSONAL VALUES,  TO IDENTIFY REASONS FOR     00725019
              THOSE VALUES,                                               00725020
*PREREQUISITE PREVIOUS MODULES                                            00725021
*EXPERIENCE   REACT IN JOURNAL TO CLASS DISCUSSION IN PREVIOUS MODULE     00725011
              724,  SPECIFICALLY; REACT TO DANTE#S ATTITUDES              00725012
              CONCERNING THE PROPER RELATIONSHIPS BETWEEN MAN AND THE     00725013
              DIVINE,  IDENTIFY THOSE ELEMENTS OF DANTE#S ATTITUDES       00725014
              WHICH HAVE RELEVANCE TO THE STUDENT#S PERSONAL WAY OF LIFE00725015
ANALYZE THE REASONS FOR THAT RELEVANCE,                                   00725016
*SETTING      INDEPENDENT,  COLLEGE                                       00725010
*MATERIALS    BLANK                                                       00725005
*LEVEL        ALL GRADES                                                  00725008
*GENERALI     ALL CANDIDATES                                              00725007
*HOURS        2                                                           00725006
*EVALUATION   TO BE BASED UPON INSTRUCTOR#S EVALUATION OF JOURNAL         00725022
              ENTIRES AS THEY RELATE TO CRITERIA ESTABLISHED--CLARITY,    00725023
              COGENCY AND VIGOR OF PRESENTATION,                          00725024

*FILE         MEDIEVAL EUROPE  DANTE  MAN VS DIVINE                       00725009
```

```
*OBJECTIVES     TO SUPPLY STUDENT WITH AN EXTERNAL CRITERIA FOR EVALUATING00726014
                JOURNAL ENTRIES,  TO IDENTIFY WEAK, INSUFFICIENT OR        00726015
                INCONCLUSIVE REASONING,  TO ASSIST STUDENT IN EVALUATING   00726016
                HIS PROGRESS IN DEVELOPING AND STATING CHARACTERIZATION OF00726017
                HIS OWN VALUE SYSTEM,                                      00726018
*PREREQUISITE PREVIOUS MODULES                                             00726019
*EXPERIENCE     CONFER INDIVIDUALLY WITH INSTRUCTOR ABOUT THE ENTRIES IN   00726011
                THE REACTION JOURNAL COMPLETED FOR ASSIGNMENTS IN MODULES  00726012
                721,723,AND 725,                                           00726013
*SETTING        OTHER (SPECIFY) CONFERENCE,  COLLEGE                       00726010
*MATERIALS      BLANK                                                      00726005
*LEVEL          ALL GRADES                                                 00726008
*GENERAL:       ALL CANDIDATES                                             00726007
*HOURS          ,5                                                         00726006
*EVALUATION     TO BE BASED UPON INSTRUCTOR#S EVALUATION OF JOURNAL        00726020
                ENTIRES AS THEY RELATE TO CRITERIA ESTABLISHED--CLARITY,   00726021
                COGENCY AND VIGOR OF PRESENTATION,                         00726022
*FILE           DANTE  MEDIEVAL EUROPE  VALUE SYSTEM                       00726009
```

```
*OBJECTIVES     TO INFORM STUDENT OF ASSIGNMENTS AND PROCEEDURES FOR       00727018
                MODULES 727 THROUGH 739,                                   00727019
*PREREQUISITE NONE                                                         00727020
*EXPERIENCE     LISTEN TO LECTURE WHICH WILL OUTLINE CLASSROOM PROCEEDURE  00727011
                FOR THE NEXT SEGMENT OF THE COURSE, MODULES 727 THROUGH    00727012
                739,  HAND OUT ASSIGNMENT SHEETS FOR READING ASSIGNMENTS,  00727013
                JOURNAL ENTRIES, TIMES AND PLACES FOR CONFERENCE WITH      00727014
                INSTRUCTOR FOR A REVIEW OF JOURNAL ENTRIES  REVIEW         00727015
                BRIEFLY OBJECTIVES FOR THIS SEGMENT OF THE COURSE,         00727016
                MODULES 727 THROUGH 739,                                   00727017
*SETTING        LARGE GROUP,  COLLEGE                                      00727010
*MATERIALS      BLANK                                                      00727005
*LEVEL          ALL GRADES                                                 00727008
*GENERAL:       ALL CANDIDATES                                             00727007
*HOURS          15 MIN                                                     00727006
*EVALUATION     TO BE BASED UPON THE INSTRUCTOR#S EVALUATION OF THE        00727021
                JOURNAL ENTIRES AS THEY RELATE TO THE CLARITY, COGENCY AND00727022
                VIGOR OF PRESENTATION,                                     00727023
*FILE           ORGANIZATION OF LESSON  INFORMATION GIVING 18-19 CENTRUY   00727009
```

```
*OBJECTIVES     TO INTRODUCE THE STUDENT TO THE ART OF DAVID + MOZART,     00728019
                DELACROIX + BEETHOVEN,  TO MAKE STUDENT AWARE OF AND       00728020
                SENSITIVE TO CLASSICS OF THE WESTERN WORLD,  TO MAKE HIM   00728021
                AWARE OF AND SENSITIVE TO SIMILARITIES AND DIFFERENCES IN  00728022
                THE ARTS,                                                  00728023
*PREREQUISITE PREVIOUS MODULES                                             00728024
*EXPERIENCE     ATTEND A SIMULTANEOUS DEMONSTRATION OF THE ART OF DAVID +  00728012
                MOZART, DELACROIX AND BEETHOVEN, (THIS IS NOT TO BE A      00728013
                FORMAL LECTURE, BUT MERELY AN INTRODUCTORY PRESENTATION OF00728014
                THE SELECTED WORKS OF THESE MEN SO THAT THE VISUAL VALUES  00728015
                COMPARING AND CONTRASTING TO MOZART ARE SEEN AND HEARD     00728016
                TOGETHER WHILE THE SAME IS TRUE FOR DELACROIX AND          00728017
                BEETHOVEN,)                                                00728018
*SETTING        LARGE GROUP,  COLLEGE                                      00728011
*MATERIALS      SLIDES OF DAVID AND DELACROIX WORKS, TAPES OF MOZART AND   00728005
                BEETHOVEN WORKS, SLIDE PROJECTOR, TAPE RECORDER, SCREEN,   00728006
```

```
*LEVEL          ALL GRADES                                                00728009
*GENERAL        ALL CANDIDATES                                            00728008
*HOURS          45 MIN                                                    00728007
*EVALUATION     TO BE BASED UPON THE INSTRUCTOR≠S EVALUATION OF THE       00728025
                JOURNAL ENTIRES AS THEY RELATE TO THE CLARITY, COGENCY AND00728026
                VIGOR OF PRESENTATION,                                    00728027
*FILE           MUSIC  ART  18-19 CENTURY                                 00728010
_______________________________________________________________________________

*OBJECTIVES     TO ANALYZE HOW THE VISUAL ARTS EXPRESS ATTITUDES,  TO     00729017
                IDENTIFY THOSE ATTITUDES EXPRESSED BY DAVID,  TO USE      00729018
                DAVID≠S ART AS AN HISTORICAL DOCUMENT TO IDENTIFY THE     00729019
                NATURE AND VALUES OF A PAST SOCIETY,                      00729020
*PREREQUISITE   PREVIOUS MODULES                                          00729021
*EXPERIENCE     VIEW AND DISCUSS THE ART OF JACQUES LOUIS DAVID AS IT     00729011
                ILLUSTRATES HIS ATTITUDES TOWARDS THE THREE MAJOR THEMES  00729012
                OF THE COURSE: MAN VS, MAN, MAN VS, NATURE, MAN VS, THE   00729013
                DIVINE,  DISCUSS THE CHARACTERISTICS OF THE SOCIETY IN    00729014
                WHICH DAVID LIVED; DISCUSS WHICH OF THE VALUES OF THAT    00729015
                SOCIETY DAVID BEST REPRESENTED AND REFLECTED,             00729016
*SETTING        SMALL GROUP (1-12 STUDENTS),  COLLEGE                     00729010
*MATERIALS      SLIDES OF DAVID≠S WORKS, SLIDES PROJECTOR, SCREEN,        00729005
*LEVEL          ALL GRADES                                                00729008
*GENERAL        ALL CANDIDATES                                            00729007
*HOURS          1                                                         00729006
*EVALUATION     TO BE BASED UPON THE INSTRUCTOR≠S EVALUATION OF THE       00729022
                JOURNAL ENTIRES AS THEY RELATE TO THE CLARITY, COGENCY AND00729023
                VIGOR OF PRESENTATION,                                    00729024
*FILE           ART  DAVID  18TH-19TH CENTURY                             00729009
_______________________________________________________________________________

*OBJECTIVES     TO ANALYZE HOW THE VISUAL ARTS CAN EXPRESS ATTITUDES,  TO 00730017
                IDENTIFY THOSE ATTITUDES EXPRESSED BY DELACROIX,  TO SEE  00730018
                DELACROIX AS AN HISTORIAN OF HIS TIMES,  TO COMPARE AND TO00730019
                CONTRAST DAVID + DELACROIX AND THEIR WORLDS,              00730020
*PREREQUISITE   PREVIOUS MODULES                                          00730021
*EXPERIENCE     VIEW AND DISCUSS THE ART OF EUGENE DELACROIX AS IT        00730011
                ILLUSTRATES HIS ATTITUDES TOWARDS THE THREE MAJOR THEMES  00730012
                OF THE COURSE: MAN VS MAN, MAN VS NATURE, MAN VS THE      00730013
                DIVINE,  DISCUSS THE MAJOR DIFFERENCES BETWEEN DELACROIX +00730014
                DAVID CONCERNING THESE THEMES,  DISCUSS REASONS FOR THE   00730015
                SHIFT IN VALUES BETWEEN DAVID + DELACROIX                 00730016
*SETTING        SMALL GROUP (1-12 STUDENTS),  COLLEGE                     00730010
*MATERIALS      SLIDES OF DELACROIX≠S WORKS, SLIDE PROJECTOR, SCREEN      00730005
*LEVEL          ALL GRADES                                                00730008
*GENERAL        ALL CANDIDATES                                            00730007
*HOURS          1                                                         00730006
*EVALUATION     TO BE BASED UPON THE INSTRUCTOR≠S EVALUATION OF THE       00730022
                JOURNAL ENTIRES AS THEY RELATE TO THE CLARITY, COGENCY AND00730023
                VIGOR OF PRESENTATION,                                    00730024
*FILE           ART  DELACROIX  18TH-19TH CENTURY                         00730009
_______________________________________________________________________________

*OBJECTIVES     TO ANALYZE HOW THE VISUAL ARTS CAN EXPRESS ATTITUDES,  TO 00731013
                IDENTIFY THE VALUES AND ATTITUDES OF DAVID AND DELACROIX, 00731014
                TO SEE DAVID AND DELACROIX AS HISTORIANS OF THEIR TIMES,  00731015
                TO COMPARE AND CONTRAST DAVID + DELACROIX AND THEIR WORLDS00731016
*PREREQUISITE   PREVIOUS MODULES                                          00731017
*EXPERIENCE     VIEW SELECTED SLIDES OF DAVID + DELACROIX                 00731012
*SETTING        INDEPENDENT,  COLLEGE                                     00731011
*MATERIALS      SLIDES OF DELACROIX + DAVID≠S WORKS, SLIDE PROJECTORS     00731005
```

```
               AND SCREENS IN INDIVIDUAL STUDY CARRELS,                  00731006
*HOURS         1                                                         00731007
*GENERAL       ALL CANDIDATES                                            00731008
*LEVEL         ALL GRADES                                                00731009
*EVALUATION    TO BE BASED UPON THE INSTRUCTOR#S EVALUATION OF THE       00731018
               JOURNAL ENTIRES AS THEY RELATE TO THE CLARITY, COGENCY AND00731019
               VIGOR OF PRESENTATION,                                    00731020
*FILE          ART  DAVID  18-19 CENTURY                                 00731010
```

```
*OBJECTIVES    TO IDENTIFY AND EVALUATE CONTINUITIES IN THE WESTERN      00732017
               WORLD,  TO IDENTIFY AND EVALUATE ATTITUDES OF THE         00732018
               SUB-CULTURE IN WHICH THE STUDENT LIVES,                   00732019
*PREREQUISITE  PREVIOUS MODULES                                          00732020
*EXPERIENCE    WRITE IN JOURNAL A REACTION TO THE DISCUSSION IN MODULES  00732011
               729 AND 730,  SPECIFICALLY;  IDENTIFY THOSE ATTITUDES     00732012
               EXPRESSED BY DAVID + DELACROIX WHICH THE STUDENT STILL    00732013
               FINDS AROUND HIM IN THE COLLEGE SETTING,  EVALUATE AND    00732014
               JUDGE THE RELEVANCE OF THOSE ATTITUDES,  TO THE           00732015
               CONTEMPORARY COMMUNITY                                    00732016
*SETTING       INDEPENDENT,  COLLEGE                                     00732010
*MATERIALS     BLANK                                                     00732005
*LEVEL         ALL GRADES                                                00732008
*GENERAL       ALL CANDIDATES                                            00732007
*HOURS         2                                                         00732006
*EVALUATION    TO BE BASED UPON THE INSTRUCTOR#S EVALUATION OF THE       00732021
               JOURNAL ENTIRES AS THEY RELATE TO THE CLARITY, COGENCY AND00732022
               VIGOR OF PRESENTATION,                                    00732023
*FILE          DAVID  18-19TH CENTURY  DELACROIX                         00732009
```

```
*OBJECTIVES    TO IDENTIFY MOZARTEAN ATTITUDES,  TO COMPARE AND TO       00733016
               CONTRAST THESE ATTITUDES WITH A CONTEMPORARY PAINTER,     00733017
               DAVID,  TO THE SYNTHEIZE VISUAL AND AURAL INFORMATION     00733018
               PRESENTED ON THE 18TH CENTURY,                            00733019
*PREREQUISITE  PREVIOUS MODULES                                          00733020
*EXPERIENCE    LISTEN TO AND DISCUSS SELECTED WORKS OF WOLFGANG AMADEUS  00733011
               MOZART AS ILLUSTRATIONS OF THE THREE THEMES OF THE        00733012
               COURSE,  (SELECTED WORKS TO INCLUDE; SONATA, MARRIAGE OF  00733013
               FIGARO SYMPHONY,)  COMPARE AND CONTRAST THE WORKS OF DAVID00733014
               AND MOZART AS THEY REFLECT THESE THEMES,                  00733015
*SETTING       SMALL GROUP (1-12 STUDENTS),  COLLEGE                     00733010
*MATERIALS     PRE-RECORDED TAPES OF MOZART WORKS, TAPE RECORDER,        00733005
*LEVEL         ALL GRADES                                                00733008
*GENERAL       ALL CANDIDATES                                            00733007
*HOURS         2                                                         00733006
*EVALUATION    TO BE BASED UPON THE INSTRUCTOR#S EVALUATION OF THE       00733021
               JOURNAL ENTIRES AS THEY RELATE TO THE CLARITY, COGENCY AND00733022
               VIGOR OF PRESENTATION,                                    00733023
*FILE          18TH-19TH CENTURY  MOZART  MUSIC                          00733009
```

```
*OBJECTIVES    TO PERMIT STUDENT TO LISTEN TO ENTIRE SELECTIONS FROM     00734014
               WHICH EXCERPTS WERE DERIVED FOR PREVIOUS MODULE,  TO      00734015
               IDENTIFY MOZARTEAN ATTITUDES,  TO SYNTHESIZE THE VISUAL   00734016
               AND AUROL INFORMATION PRESENTED ON THE 18TH CENTURY,      00734017
*PREREQUISITE  PREVIOUS MODULES                                          00734018
*EXPERIENCE    LISTEN TO TAPE RECORDINGS OF MOZART#S WORKS FROM WHICH    00734012
               EXCERPTS WERE DERIVED FOR PREVIOUS MODULE,                00734013
*SETTING       INDEPENDENT,  COLLEGE                                     00734011
*MATERIALS     TAPES OF MOZART#S WORKS, TAPE RECORDERS, INDIVIDUAL STUDY 00734005
```

```
                CARRELS,                                              00734006
*LEVEL          BLANK                                                 00734009
*GENERAL        BLANK                                                 00734008
*HOURS          4                                                     00734007
*EVALUATION     TO BE BASED UPON THE INSTRUCTOR≠S EVALUATION OF THE   00734019
                JOURNAL ENTIRES AS THEY RELATE TO THE CLARITY, COGENCY AND00734020
                VIGOR OF PRESENTATION,                                00734021
*FILE           18TH-19TH CENTURY  MOZART  MUSIC                      00734010
```

```
*OBJECTIVES     TO IDENTIFY BEETHOVEN≠S ATTITUDES,  TO COMPARE AND    00735017
                CONTRAST THOSE ATTITUDES WITH A CONTEMPORARY PAINTER, 00735018
                DELACROIX,                                            00735019
*PREREQUISITE   PREVIOUS MODULES                                      00735020
*EXPERIENCE     LISTEN TO AND DISCUSS SELECTED WORKS OF LUDWIG VON    00735011
                BEETHOVEN AS ILLUSTRATIONS OF THE THREE THEMES OF THE 00735012
                COURSE,  (SELECTED WORKS TO INCLUDE SELECTIONS FROM ONE  00735013
                PIANO SONATA, FIDELIO, 9TH SYMPHONY,)  COMAPRE AND    00735014
                CONTRAST BEETHOVEN≠S WORKS WITH DELACROIX≠S WORKS AS THEY 00735015
                REFLECTED THESE THEMES,                               00735016
*SETTING        SMALL GROUP (1-12 STUDENTS),  COLLEGE                 00735010
*MATERIALS      TAPE RECORDINGS OF BEETHOVEN≠S WORKS, TAPE RECORDER   00735005
*LEVEL          ALL GRADES                                            00735008
*GENERAL        ALL CANDIDATES                                        00735007
*HOURS          2                                                     00735006
*EVALUATION     TO BE BASED UPON THE INSTRUCTOR≠S EVALUATION OF THE   00735021
                JOURNAL ENTIRES AS THEY RELATE TO THE CLARITY, COGENCY AND00735022
                VIGOR OF PRESENTATION,                                00735023
*FILE           18TH-19TH CENTURY  BEETHOVEN  MUSIC                   00735009
```

```
*OBJECTIVES     TO PERMIT STUDENT TO LISTEN TO ENTIRE SELECTIONS OF   00736014
                BEETHOVEN FROM WHICH EXCERPTS WERE DERVIED FOR THE    00736015
                PREVIOUS MODULE,  TO IDENTIFY BEETHOVEN≠S ATTITUDES,  TO  00736016
                SYNTHESIZE THE VISUAL AND AURAL INFORMATION PRESENTED ON  00736017
                THE 18TH CENTURY,                                     00736018
*PREREQUISITE   PREVIOUS MODULES                                      00736019
*EXPERIENCE     LISTEN INDEPENDENTLY TO TAPE RECORDINGS OF MOZART≠S WORKS 00736012
                FROM WHICH EXCERPTS WERE DERVIED FOR THE PREVIOUS MODULE, 00736013
*SETTING        INDEPENDENT,  COLLEGE                                 00736011
*MATERIALS      TAPE RECORDINGS OF MOZART≠S WORKS, TAPE RECORDERS,    00736005
                INDIVIDUAL STUDY CARRELS,                             00736006
*LEVEL          ALL GRADES                                            00736009
*GENERAL        ALL CANDIDATES                                        00736008
*HOURS          4                                                     00736007
*EVALUATION     TO BE BASED UPON THE INSTRUCTOR≠S EVALUATION OF THE   00736020
                JOURNAL ENTIRES AS THEY RELATE TO THE CLARITY, COGENCY AND00736021
                VIGOR OF PRESENTATION,                                00736022
*FILE           18TH-19TH CENTURY  BEETHOVEN  MUSIC                   00736010
```

```
*OBJECTIVES     TO COMPARE AND CONTRAST THE ATTITUDES OF DAVID, DELACROIX,00737016
                MOZART AND BEETHOVEN,  TO SYNTHESIZE THE VISUAL AND AURAL 00737017
                INFORMATION PRESENTED ON THESE ARTISTS,               00737018
*PREREQUISITE   PREVIOUS MODULES                                      00737019
*EXPERIENCE     DISCUSS THE SIGNIFICANT SIMILARITIES AND DIFFERENCES  00737011
                BETWEEN DAVID, DELACROIX, MOZART AND BEETHOVEN AS THEY 00737012
                REFLECT THEIR SOCIETY≠S ATTITUDES ON THE THREE THEMES OF  00737013
                THE COURSE; MAN VS, MAN, MAN VS, NATURE, MAN VS, THE  00737014
                DIVINE,                                               00737015
```

```
*SETTING        SMALL GROUP (1-12 STUDENTS),  COLLEGE                     00737010
*MATERIALS      BLANK                                                     00737005
*LEVEL          ALL GRADES                                                00737008
*GENERALI       ALL CANDIDATES                                            00737007
*HOURS          1                                                         00737006
*EVALUATION     TO BE BASED UPON THE INSTRUCTOR#S EVALUATION OF THE       00737020
                JOURNAL ENTIRES AS THEY RELATE TO THE CLARITY, COGENCY AND00737021
                VIGOR OF PRESENTATION,                                    00737022
*FILE           ART  18-19TH CENT  MUSIC                                  00737009
```

```
*OBJECTIVES     TO IDENTIFY AND EXPRESS A PREFERENCE FOR OR COMMITMENT TO 00738018
                PRIMARILY VISUAL AND AURAL VALUES,  TO DERIVE MORE GENERAL00738019
                ATTITUDES TO COMPARE AND CONTRAST WITH PREVIOUSLY STATED  00738020
                POSITIONS,                                                00738021
*PREREQUISITE PREVIOUS MODULES                                            00738022
*EXPERIENCE     WRITE IN JOURNAL A REACTION TO DISCUSSION IN PREVIOUS     00738011
                MODULE WHICH WILL FOCUS ON OF ATTITUDE  IDENTIFYING MAJOR 00738012
                SIMILARITIES AND DIS-SIMILARITIES/AMONG THE FOUR ARTISTS  00738013
                OF THIS SEGMENT,  IDENTIFYING AND EXPRESSING A PREFERENCE 00738014
                FOR ATTITUDES,  EVALUATING ATTITUDES CHARACTERIZED IN (2) 00738015
                AS COMPARED TO THE ATTITUDES THEY HAVE BUILT UP IN JOURNAL00738016
                ENTRIES IN PREVIOUS SEGMENTS OF THE COURSE,               00738017
*SETTING        INDEPENDENT,  COLLEGE                                     00738010
*MATERIALS      BLANK                                                     00738005
*LEVEL          ALL GRADES                                                00738008
*GENERALI       ALL CANDIDATES                                            00738007
*HOURS          4                                                         00738006
*EVALUATION     TO BE BASED UPON THE INSTRUCTOR#S EVALUATION OF THE       00738023
                JOURNAL ENTIRES AS THEY RELATE TO THE CLARITY, COGENCY AND00738024
                VIGOR OF PRESENTATION,                                    00738025
*FILE           ART  18-19TH CENTURY  MUSIC                               00738009
```

```
*OBJECTIVES     TO SUPPLY STUDENT WITH EXTERNAL CRITERIA FOR              00739014
                EVALUATING JOURNAL ENTRIES,  TO IDENTIFY WEAK, INSUFFICENT00739015
                OR INCONCLUSIVE REASONING,  TO ASSIST STUDENT IN EVALUTING00739016
                HIS PROGRESS IN DEVELOPING AND STATING HIS                00739017
                CHARACTERIZATION OF HIS OWN VALUE SYSTEM, ESPECIALLY AS   00739018
                THEY CONCERN AURAL AND VISUAL VLAUES,                     00739019
*PREREQUISITE PREVIOUS MODULES                                            00739020
*EXPERIENCE     CONFER WITH INSTRUCTOR ACCORDING TO PROCEEDURES           00739011
                ESTABLISHED IN MODULE 727 ABOUT JOURNAL ENTIRES RECORDED  00739012
                IN MODULES 732 + 738,                                     00739013
*SETTING        OTHER (SPECIFY) CONFERENCE,  COLLEGE                      00739010
*MATERIALS      BLANK                                                     00739005
*LEVEL          ALL GRADES                                                00739008
*GENERALI       ALL CANDIDATES                                            00739007
*HOURS          1                                                         00739006
*EVALUATION     TO BE BASED UPON THE INSTRUCTOR#S EVALUATION OF THE       00739021
                JOURNAL ENTIRES AS THEY RELATE TO THE CLARITY, COGENCY AND00739022
                VIGOR OF PRESENTATION,                                    00739023
*FILE           ART  18-19TH CEN  MUSIC                                   00739009
```

```
*OBJECTIVES     TO PROVIDE FOR STUDENT-INSTRUCTOR JOINT EVALUATION OF     00740013
                STUDENT#S PROGRESS IN DEVELOPING AND STATING HIS          00740014
                CHARACTERIZATION OF HIS OWN VALUE SYSTEM,                 00740015
*PREREQUISITE PREVIOUS MODULES                                            00740016
*EXPERIENCE     CONFER WITH INSTRUCTOR ACCORDING TO ARRANGEMENTS MADE IN  00740011
                MODULE 708 AFTER COMPLETION OF INDEPENDENT WORK PROJECT,  00740012
```

```
*SETTING      OTHER (SPECIFY) CONFERENCE,  COLLEGE                      00740010
*MATERIALS    WORK PROJECT REPORT                                       00740005
*LEVEL        ALL GRADES                                                00740008
*GENERAL      ALL CANDIDATES                                            00740007
*HOURS        1                                                         00740006
*EVALUATION   TO BE BASED UPON INSTRUCTOR≠S EVALUATION OF WORK PROJECT  00740017
              REPORT AS THEY EXHIBIT CLARITY, COGENCY AND VIGOR OF      00740018
              PRESENTATION,                                             00740019
*FILE         ART  LITERATURE  VALUE SYSTEM                             00740009
```

```
*OBJECTIVES   TO INFORM STUDENTS OF ASSIGNMENTS AND PROCEDURES FOR      00741018
              PROCEDURES FOR MODULES 741 THROUGH 746,                   00741019
*PREREQUISITE BLANK                                                     00741020
*EXPERIENCE   LISTEN TO LECTURE WHICH IS TO: OUTLINE CLASSROOM          00741011
              PROCEEDURES FOR THE NEXT SEGMENT OF THE COURSE, MODULES   00741012
              741 THROUGH 746,  HAND OUT ASSIGNMENT SHEETS FOR READING  00741013
              ASSIGNMENTS, JOURNAL ENTRIES, MAKE ARRANGMENTS FOR        00741014
              CONFERENCES WITH INSTRUCTOR FOR A FINAL REVIEW OF JOURNAL 00741015
              ENTRIES  REVIEW BRIEFLY OBJECTIVES FOR THIS SEGMENT OF    00741016
              THE COURSE, MODULES 741 THROUGH 746,                      00741017
*SETTING      LARGE GROUP,  COLLEGE                                     00741010
*MATERIALS    BLANK                                                     00741005
*LEVEL        ALL GRADES                                                00741008
*GENERAL      ALL CANDIDATES                                            00741007
*HOURS        15 MIN                                                    00741006
*EVALUATION   TO BE BASED UPON INSTRUCTOR≠S EVALUATION OF STUDENT       00741021
              CONTRIBUTION TO OVERALL QUALITY OF DISCUSSION,  EVALUATION00741022
              ALSO BASED UPON STUDENT≠S ABILITY TO COMPARE AND CONTRAST 00741023
              DOSTOEVSKY≠S ATTITUDES WITH ATTITUDES DISCUSSED IN        00741024
              PREVIOUS SEGMENTS OF THE COURSE, HIS ABILITY TO EVALUATE  00741025
              SIGNIFICANT COMPARISONS AND DIFFERENCES, AND TO SYNTHESIZE00741026
              VARIOUS LEVELS OF ABSTRACTION,  SEE ALSO EVALUATION OF    00741027
              JOURNAL ENTRIES IN MODULE 746,                            00741028
*FILE         18TH-19TH CENTURY  DOESTOEVSKY                            00741009
```

```
*OBJECTIVES   TO PROVIDE BACKGROUND MATERIAL FOR THE MAJOR READING IN   00742014
              THIS SEGMENT, DOSTOEVSKY, CRIME AND PUNISHMENT,           00742016
*PREREQUISITE PREVIOUS MODULES                                          00742017
*EXPERIENCE   LISTEN TO LECTURE WHICH WILL REVIEW BRIEFLY THE WORLD     00742011
              OF DOSTOEVSKY,  REVIEW BRIEFLY DOSTOEVSKY≠S AND THE PLACE 00742012
              OF CRIME + PUNISHMENT IN THE DEVELOPMENT OF HIS IDEAS,    00742013
*SETTING      LARGE GROUP,  COLLEGE                                     00742010
*MATERIALS    BLANK                                                     00742005
*LEVEL        ALL GRADES                                                00742008
*GENERAL      ALL CANDIDATES                                            00742007
*HOURS        45 MIN                                                    00742006
*EVALUATION   TO BE BASED UPON INSTRUCTOR≠S EVALUATION OF STUDENT       00742018
              CONTRIBUTION TO OVERALL QUALITY OF DISCUSSION,  EVALUATION00742019
              ALSO BASED UPON STUDENT≠S ABILITY TO COMPARE AND CONTRAST 00742020
              DOSTOEVSKY≠S ATTITUDES WITH ATTITUDES DISCUSSED IN        00742021
              PREVIOUS SEGMENTS OF THE COURSE, HIS ABILITY TO EVALUATE  00742022
              SIGNIFICANT COMPARISONS AND DIFFERENCES, AND TO SYNTHESIZE00742023
              VARIOUS LEVELS OF ABSTRACTION,  SEE ALSO EVALUATION OF    00742024
              JOURNAL ENTRIES IN MODULE 746,                            00742025
*FILE         LITERATURE  18TH-19TH CENTURY  DOSTOEVSKY                 00742009
```

```
*OBJECTIVES   TO INTRODUCE STUDENT TO A MAJOR LITERARY CLASSIC OF THE   00743015
              WEST,  TO MAKE HIM AWARE OF AND SENSITIVE TO THE FACT THAT00743016
              ARTISTIC FORMS HAVE UTILITY ASSISTING MEN IN THE CREATION 00743017
              OF VALUE SYSTEMS,                                         00743018
*PREREQUISITE PREVIOUS MODULES                                          00743019
*EXPERIENCT   READ, DOSTOEVSKY, CRIME + PUNISHMENT,  LIST THOSE         00743011
              ELEMENTS AND THEMES IN THE NOVEL WHICH HAVE HELPED THE    00743012
              STUDENT TO FURTHER CLARIFY HIS CHARACTERIZATION OF HIS OWN00743013
              VALUES,                                                   00743014
*SETTING      INDEPENDENT,  BLANK                                       00743010
*MATERIALS    DOSTOEVSKY, CRIME + PUNISHMENT                            00743005
*LEVEL        ALL GRADES                                                00743008
*GENERAL:     ALL CANDIDATES                                            00743007
*HOURS        8                                                         00743006
*EVALUATION   TO BE BASED UPON INSTRUCTOR≠S EVALUATION OF STUDENT       00743020
              CONTRIBUTION TO OVERALL QUALITY OF DISCUSSION,  EVALUATION00743021
              ALSO BASED UPON STUDENT≠S ABILITY TO COMPARE AND CONTRAST 00743022
              DOSTOEVSKY≠S ATTITUDES WITH ATTITUDES DISCUSSED IN        00743023
              PREVIOUS SEGMENTS OF THE COURSE, HIS ABILITY TO EVALUATE  00743024
              SIGNIFICANT COMPARISONS AND DIFFERENCES, AND TO SYNTHESIZE00743025
              VARIOUS LEVELS OF ABSTRACTION,  SEE ALSO EVALUATION OF    00743026
              JOURNAL ENTRIES IN MODULE 746,                            00743027
*FILE         19TH CENTURY  DOSTOEVSKY  LITERATURE                      00743009
```

```
*OBJECTIVES   TO IDENTIFY DOSTOEVSKY≠S ATTITUDES TOWARDS THE THREE      00744018
              THEMES OF THE COURSE,  TO COMPARE, CONTRAST, AND EVALUATE 00744019
              THESE ATTITUDES IN RELATION TO STATEMENTS ON THESE THEMES 00744020
              IN PREVIOUS SEGMENTS,  TO ALLOW EACH STUDENT TO HEAR AND  00744021
              EVALUATE THE MULTIPLE RESPONSES OF THE CLASS TO A SINGLE  00744022
              WORK,  TO MAKE HIM AWARE OF AND SENSITIVE TO DIFFERENCES  00744023
              OF REACTION OR CULTURAL PERSONAL AND EXPERIENTIAL MATTERS,00744024
*PREREQUISITE PREVIOUS MODULES                                          00744025
*EXPERIENCE   DISCUSS DOSTOEVSKY, CRIME + PUNISHMENT,  SPECIFICALLY;    00744011
              IDENTIFY AUTHORS ATTITUDE TOWARDS THE THEMES;  MAN≠S      00744012
              RELATIONSHIP WITH MAN; MAN≠S RELATIONSHIP WITH NATURE;    00744013
              MAN≠S RELATIONSHIP WITH THE DIVINE,  EACH STUDENT WILL    00744014
              DESCRIBE THOSE ASPECTS OF THE NOVEL HE SELECTED (FROM     00744015
              PREVIOUS MODULE AS PROVIDING FURTHER CLARIFICATION) FOR   00744016
              THE CHARACTERIZATION OF HIS OWN VALUES,                   00744017
*SETTING      SMALL GROUP (1-12 STUDENTS),  COLLEGE                     00744010
*MATERIALS    BLANK                                                     00744005
*LEVEL        ALL GRADES                                                00744008
*GENERAL:     ALL CANDIDATES                                            00744007
*HOURS        7                                                         00744006
*EVALUATION   TO BE BASED UPON INSTRUCTOR≠S EVALUATION OF STUDENT       00744026
              CONTRIBUTION TO OVERALL QUALITY OF DISCUSSION,  EVALUATION00744027
              ALSO BASED UPON STUDENT≠S ABILITY TO COMPARE AND CONTRAST 00744028
              DOSTOEVSKY≠S ATTITUDES WITH ATTITUDES DISCUSSED IN        00744029
              PREVIOUS SEGMENTS OF THE COURSE, HIS ABILITY TO EVALUATE  00744030
              SIGNIFICANT COMPARISONS AND DIFFERENCES, AND TO SYNTHESIZE00744031
              VARIOUS LEVELS OF ABSTRACTION,  SEE ALSO EVALUATION OF    00744032
              JOURNAL ENTRIES IN MODULE 746,                            00744033
*FILE         19TH CENTURY  DOSTOEVSKY  LITERATURE                      00744009
```

```
*OBJECTIVES   TO ENABLE STUDENT TO SEE HOW AND IN WHAT WAYS HE HAS      00745024
              RESPONDED TO THE COURSE,  TO SUMMARIZE HIS CURRENT VALUES,00745025
              TO SEE HOW FAR HE FEELS HE MUST STILL GO IN ESTABLISHING  00745026
              HIS INTELLECTUAL IDENTITY,                                00745027
*PREREQUISITE PREVIOUS MODULES                                          00745028
*EXPERIENCE   MAKE JOURNAL ENTRIES IN ACCORDANCE WITH PROCEDURES        00745011
              ESTABLISHED IN MODULE 741 WHICH WILL EMPHASIZE  A REVIEW  00745012
```

```
                 OF ALL PREVIOUS JOURNAL ENTRIES,  A CONSIDERATION OF      00745013
                 RECONSIDER SUCH ENTRIES AS THEY MAY BE ALTERED BY CLASS   00745014
                 DISCUSSION IN MODULE 744,  IDENTIFICATION AND EVALUATION  00745015
                 OF SIGNIFICANT CHANGES,  IDENTIFICATION AND A BRIEF       00745016
                 STATEMENT OF THE STUDENT≠S CURRENT EVALUATION OF VALUES   00745017
                 REGARDING: MAN≠S RELATIONSHIPS WITH MAN; MAN≠S            00745018
                 RELATIONSHIPS WITH NATURE; MAN≠S RELATIONSHIPS WITH THE   00745019
                 DIVINE,  A BRIEF EVALUATION OF PROGRESS IN                00745020
                 CHARACTERIZING HIS VALUES, IN IDENTIFYING HIMSELF AND      00745021
                 HIS PLACE IN THE WORLD,  A BRIEF STATEMENT OF WHAT REMAINS00745022
                 TO BE DONE TO ACHIEVE (5)                                 00745023
*SETTING         INDEPENDENT,  BLANK                                       00745010
*MATERIALS       BLANK                                                     00745005
*LEVEL           ALL GRADES                                                00745008
*GENERAL         ALL CANDIDATES                                            00745007
*HOURS           8                                                         00745006
*EVALUATION      EVALUATION TO BE MADE BY INSTRUCTOR TO BE BASED UPON TWO  00745029
                 GENERAL FACTORS: COGENCY, CLARITY AND VIGOR OF THE        00745030
                 STUDENT≠S PRESENTATION (SEE ALSO INTRODUCTION) AND        00745031
                 EVALUATION OF STUDENT≠S PROGRESS IN THE SKILL AND CLARITY 00745032
                 OF STATING HIS VALUES, (SEE ALSO INTRODUCTION)            00745033
*LEVEL           19TH CENTURY DOSTOEVSKY VALUE SYSTEMS                     00745009
```

```
*OBJECTIVES      TO DISCUSS WITH STUDENT AND COOPERATIVELY EVALUATE THE    00746015
                 OBJECTIVES ESTABLISHED IN PREVIOUS MODULE,  TO PROVIDE    00746016
                 EXTERNAL CRITERIA FOR JUDGEMENT AND EVALUATION OF         00746017
                 STUDENT≠S ACHIEVEMENTS,                                   00746018
*PREREQUISITE    PREVIOUS MODULES                                          00746019
*EXPERIENCE      CONFER WITH INSTRUCTOR ABOUT FINAL JOURNAL ENTRY ACCORDING00746011
                 TO SCHEDULE ESTABLISHED IN MODULE 741,  THIS CONFERENCE   00746012
                 WILL CENTER ON THE ENTRY MADE ACCORDING TO PROCEEDURES    00746013
                 OUTLINED IN THE 745 MODULE,                               00746014
*SETTING         OTHER (SPECIFY) CONFERENCE,  BLANK                        00746010
*MATERIALS       BLANK                                                     00746005
*LEVEL           ALL GRADES                                                00746008
*GENERAL         ALL CANDIDATES                                            00746007
*HOURS           1                                                         00746006
*EVALUATION      EVALUATION TO BE MADE BY INSTRUCTOR TO BE BASED UPON TWO  00746020
                 GENERAL FACTORS: COGENCY, CLARITY AND VIGOR OF THE        00746021
                 STUDENT≠S PRESENTATION (SEE ALSO INTRODUCTION) AND        00746022
                 EVALUATION OF STUDENT≠S PROGRESS IN THE SKILL AND CLARITY 00746023
                 OF STATING HIS VALUES, (SEE ALSO INTRODUCTION)            00746024
*FILE            19TH CENTURY  DOSTOEVSKY  VALUE SYSTEMS                   00746009
```

HUMANITIES II, PART 3

THE AMERICAN QUEST

INTRODUCTION

The objective of these experiences is to introduce the student to significant dimensions of the American experience; that is, the quest for transcedent reality, the quest for material success, the American sense of mission and the Amerquest for a viable future.

The student is first introduced to readings on the American character which consider the American variously as an idealist, a materialist, or as George Santayana so aptly phrased it, "an idealist working on matter." With this orientation, students are then asked to read selections by Edward Taylor, Jonathan Edwards, John Woolman, Emerson, Thoreau, Whitman and Hart Crane, who illustrate some of the forms the quest for transcendent reality has taken in the American context.

The American drive for material success is then treated centering its focus on the protestant ethic as manifested by the New England Puritans and tracing its transmutations until with William Graham Sumner in the late Nineteenth Century it merged with classical economics and social Darwinism to become the prevailing ideology of the day.

Still another important facet of the American experience is a sense of destiny, a tradition rooted in the Old Testament that since the time of the Puritan Bible Commonwealth in New England has been drawn upon variously to justify continental expansionism, imperialist adventures, and to inform our best expressions of American possibilities as a model society, aware of our responsibilities to the whole community of man.

Finally the student turns to more speculative essays, most of which attempt to assess the significance of contemporary technological and social change along with attendant changes in modes of consciousness.

The significance of these learning experiences are that they are designed, not so much to involve students in the intricacies of historical issues, but rather to enhance their perception of significant patterns of thought and feeling that have moved Americans in the past and are the heritage that will inform future modes of consciousness. Students should be able, not only to detect traces of traditional modes of thought in new contexts, but also to begin discriminating between those elements of the American heritage that have lost their relevance and those which will continue to exert a vital and meaningful influence on the shaping of the future. Having thus enhanced his ability to perceive "reality" in some of its myriad forms, the student as teacher should be better prepared to lead his own students to clearer perceptions of reality and to those elements of our heritage that are most relevant in the contemporary world of experience.

SYLLABUS

A. WHAT IS AN AMERICAN?
  (1) Max Learner, "The Idea of American Civilization"
  (2) Alexis de Toqueville, selections from Democracy in America
  (3) David Potter, "The Quest for the American Character"
  (4) George Santayana, "Materialism and Idealism in American Life," Character and Opinion in the United States

B. THE QUEST FOR TRANSCENDENT REALITY
  (5) Walter T. Stace, "What is Mysticism," The Teachings of the Mystics
  (6) Edward Taylor, "The Experience"
  Walter T. Stace, "Christian Mysticism," and Retrospect and Prospect," The Teachings of the Mystics
  Jonathan Edwards, "Sarah Pierrepont"

(7) John Woolman, selections from Journal
Ralph Waldo Emerson, Introduction and Part I of Nature
Henry David Thoreau, selection from Journal
Henry David Thoreau, Last Chapter of Walden

(8) Walt Whitman, "Song of Myself"

(9) Hart Crane, "Modern Poetry"
"To Brooklyn Bridge" from The Bridge

C. THE QUEST FOR MATERIAL SUCCESS

(10) Robert L. Heilbroner, "The Ecomonic Revolution" The Worldly Philosophers

(11) Max Weber, from The Protestant Ethic and the Spirit of Capitalism

(12) Perry Miller, "The Puritan Way of Life" John Cotton, "A Christian Calling"

(13) Russel B. Nye, "Introduction" to Autobiography and Other Writings by Benjamin Franklin
Benjamin Franklin, Religious Credo
Inscription on Parents Tomb
"Advice to a Young Tradesman"
"The Way to Wealth"
Project for Moral Perfection

(14) William Lawrence, "The Relation of Wealth to Morals" Andrew Carnegie, "A Talk To Young Men" Reinhold Niebuhr, Part I of "Prosperity and Virtue," The Irony of American History Walter Raschenbusch, from Prayers of the Social Awakening

(15) Richard Hofstadter, "Introduction, "Social Darwinism in American Thought
William Graham Sumner, "The Challenge of Facts"

(16) Lester Frank Ward, from "False Notions of Government" Jacob Riis, Introduction to "The Battle With the Slums"

(17) F. Scott Fitzgerald, The Great Gatsby

(18) F. Scott Fitzgerald, The Great Gatsby

D. THE AMERICAN SENSE OF MISSION

(19) Perry Miller, "Errand Into the Wilderness"
John Winthrop, "A Model of Christian Charity"

(20) Thomas Jefferson, "The Declaration of Independence" Henry Steele Commager, "Our Declaration Is Still a Rallying Cry"

(21) Ramon Eduardo Ruiz, "Manifest Destiny and the Mexican War" John L. O'Sullivan, "Annexation"

(22) Abraham Lincoln, "The Gettsburg Address"
Walt Whitman, "Passage to India"
(23) Norman A. Graebner, "American Imperialism"
Josiah Strong, from Our Country
Alfred Thayer Mahan, from The Interest of America in Sea Power
(24) Senator Albert J. Bevaridge, "The March of the Flag"
"Platform of the American Anti-Imperialist League"
Mark Twain, "Fragments From a Suppressed Book Called 'Glances at History' or Outlines of History in Letters From the Earth
(25) Martin Luther King, "Address" by Martin Luther King on March 25, 1967 at a Peace Rally in Chicago
Reinhold Niebur, "The American Future, "The Irony of American History"
(26) Robin Scroggs, "The Humanistic Pursuit of Values"
(27) Recordings: John Kennedy "Inagural Address"
Martin Luther King "I Have a Dream"
Joan Baez, "We Shall Overcome"
"The Star-Spangled Banner" Verses 1&2
"America the Beautiful"
(28) Open

E. THE FUTURE: THE CONTINUATION OF THE AMERICAN QUEST

(29) United Nations General Assembly, "A Universal Declaration of Human Rights"
Kenneth E. Boulding, "The Great Transition" and "The War Trap," The Meaning of the 20th Century
(30) Karl Polanyi, "Our Obsolete Market Economy"
(31) Michel Crozier, "The Lonely Frontier of Reason"
Marshall McLuhan, from Understanding Media
(32) Richard Shaull, "The Search For a New Style of Life"
(33) F. C. Happold, "The Spiritual Crisis of Twentieth Century Man,"
Religious Faith and Twentieth Century Man
Pierre Teilhard de Chardin, "Love as Energy", from The Phenomenon of Man
(34) Joseph Fletcher, "Love is the Only Norm," Situation Ethics: The New Morality
Reuel L. Howe, from The Miracle of Dialogue
(35) Harvey Cox, "Sex and Secularization," The Secular City
(36) Martin Luther King, "Pilgrimage to Nonviolence"
(37) Henry Steele Commager, "Who Is Loyal to America"
(38) David Reissman, "The Saving Remnant"
Pierre Teilhard de Chardin, from The Future of Man
(39) Open
(40) Open

INTRODUCTION TO PART A

WHAT IS AN AMERICAN?

Essays on the American character have been assigned at the outset of this component in order to demonstrate to the student the difficulties of the importance of maintaining an open mind with regard to what it means to be an American and what our possibilities for the future may be. More generally, the essays are meant to give the student an over view of the main tendencies of American culture which will be taken up in detail in succeeding parts of the course.

```
*OBJECTIVES    1,  TO STIMULATE THE STUDENT TO WRITE REGULARLY AS A        01370 29
               SUBSTITUTE FOR THE NERVOUSLY WROUGHT AND INFREQUENTLY       01370 30
               EXECUTED EFFORTS OF COLLEGE THEMES,  2,  TO PROVIDE THE     01370 31
               STUDENT WITH CONTINUOUS EXPERIENCE IN EXPRESSING HIS IDEAS01370 32
               AND FEELINGS AS THEY EMERGE AND DEVELOP THROUGHOUT THE      01370 33
               COURSE,  3,  TO PROVIDE A RECORD OF THE STUDENT≤S           01370 34
               INTELLECTUAL GROWTH, AS WELL AS A MORE COMPLETE VIEW OF     01370 35
               THE STUDENT≤S STRENGTHS AND WEAKNESSES IN WRITING,          01370 36
*PREREQUISITE NONE,                                                        01370 37
*EXPERIENCE    IN ORDER TO DO AWAY WITH FORMAL PAPERS, QUIZZES AND         01370 11
               EXAMINATIONS AND RELEASE THE STUDENT≤S TIME AND ENERGY FOR01370 12
               SERIOUS DAILY REFLECTION ON THE SIGNIFICANCE OF CLASS       01370 13
               DISCUSSION AND HIS READINGS, THE STUDENT WILL BE REQUIRED 01370 14
               TO MAINTAIN A DAILY JOURNAL OR [INTELLECTUAL DIARY[,  FOR 01370 15
               DAILY ENTRIES, THE STUDENT IS ASKED TO WRITE ON             01370 16
               SIGNIFICANT ISSUES THAT EMERGE FROM HIS READING AND FROM   01370 17
               CLASS DISCUSSION WITH PARTICULAR EMPHASIS ON IDEAS THAT     01370 18
               ARE MOST RELEVANT TO HIS INTERESTS OR EXPERIENCE, THE       01370 19
               ASSUMPTIONS BEING THAT STUDENTS WILL WRITE BETTER AND MORE01370 20
               PERCEPTIVELY ON WHAT MOST ENGAGES THEIR ATTENTION,          01370 21
               MOREOVER, ENTRIES MAY ALSO TREAT CONTEMPORARY EVENTS AND   01370 22
               PERSONAL EXPERIENCE OUTSIDE THE CLASSROOM, ESPECIALLY       01370 23
               THOSE RELEVANT TO THE MAIN THEMES OF THE COURSE,  FINALLY,01370 24
               THE STUDENTS SHOULD BE ENCOURAGED TO ATTEMPT VARIED MODES 01370 25
               OF EXPRESSION, SUCH AS POETRY, SHORT STORIES, NARRATIVE,   01370 26
               DESCRIPTIVE PASSAGES, DIALOGUE, LETTERS TO EDITORS OF       01370 27
               NEWSPAPERS OR TO PUBLIC FIGURES AND SHEER FANTASY,          01370 28
*SETTING       INDEPENDENT  COLLEGE                                        01370 10
*MATERIALS     BLANK                                                       01370  5
*LEVEL         ALL GRADES                                                  01370  8
*GENERAL       ALL CANDIDATES                                              01370  7
*HOURS         BLANK                                                       01370  6
*EVALUATION    SINCE THE INSTRUCTOR CANNOT GIVE JOURNALS THE PAINSTAKING 01370 38
               SCRUTINY USUALLY GIVEN TO FORMAL PAPERS, IT IS SUGGESTED   01370 39
               THE RAPID SURVEYS OF JOURNAL MATERIAL BE MADE AT VARIOUS   01370 40
               TIMES TO DISCERN THE LEVEL AT WHICH A GIVEN STUDENT IS     01370 41
               THINKING AND EXPRESSING HIMSELF,  THE INSTRUCTOR CAN,      01370 42
               ALSO SELECT A PAGE FROM TIME TO TIME FOR DETAILED           01370 43
               CRITICISM OF GRAMMAR AND RHETORIC,  BUT JUST AS THE         01370 44
               JOURNAL IS DESIGNED TO RELEASE THE STUDENT PSYCHOLOGICALLY01370 45
               FOR MORE FLUENT AND EXTENSIVE WRITING, SO IT IS DESIGNED   01370 46
               TO RELEASE THE INSTRUCTOR FROM THE [LINT=PICKING[           01370 47
               EVALUATION THAT INEVITABLY ACCOMPANIES THE ASSIGNMENT OF   01370 48
               CONVENTIONAL GRADES,  THEREFORE, IT IS SUGGESTED THAT THE 01370 49
               JOURNAL WILL WORK BEST UNDER CONDITIONS THAT DO NOT CALL   01370 50
               FOR TRADITIONAL GRADING,                                    01370 61
*FILE          JOURNAL  WRITING  EXPRESSION                                01370  9
```

```
*OBJECTIVES    TO ENCOURAGE THE PERCEPTION OF AMERICAN CULTURE IN TERMS  01371 24
               OF PATTERNS HAVING THEIR ROOTS IN WESTERN CIVILIZATION AND01371 25
               MORE SHARPLY DEFINED IN AMERICA,  TO DISCOURAGE THE       01371 26
               TENDENCY TO EMBRACE SIMPLISTIC, (SINGLE( EXPLANATIONS OF  01371 27
               AMERICAN CULTURE,                                         01371 28
*PREREQUISITE HUMANITIES II, PARTS I AND II,                             01371 29
*EXPERIENCE    READ AND DISCUSS MAX LERNER, (THE IDEA OF AMERICAN        01371 11
               CIVILIZATION,( IN ORDER TO ANSWER: 1,  TO WHAT EXTENT IS  01371 12
               AMERICA AN EXTENSION OF EUROPE AND TO WHAT EXTENT IS HER  01371 13
               CULTURE UNIQUE^  2,  HOW DOES LERNER TREAT THE ABOVE      01371 14
               QUESTION AND WHAT DOES HE MEAN WHEN HE STATES THAT (THE   01371 15
               AMERICAN HAS BECOME THE ≤NEW WORLD MANS≤=THE ARCHETYPAL   01371 16
               MAN OF THE WEST,(  3,  WHAT IS THE RELEVANCE OF THE       01371 17
               REFORMATION FOR WHAT WAS TO BECOME (A NEW NATION^(  4,  BE01371 18
               PREPARED TO READ DE TOQUEVILLE≤S WORK AS A STUDY IN       01371 19
               CONTRASTS BETWEEN LINGERING ARISTOCRATIC SOCIAL FORMS IN  01371 20
               EUROPE AND THE ESSENTIALLY EGALITARIAN SOCIAL FORMS OF AN 01371 21
               AMERICA THAT WAS, FOR THE MOST PART, (BORN FREE( OF FEUDAL01371 22
               INSTITUTIONS,                                             01371 23
*SETTING       SMALL GROUP ≥1=12 STUDENTS+  COLLEGE                      01371 10
*MATERIALS     MAX LERNER, (THE IDEA OF AMERICAN CIVILIZATION,( IN       01371  5
               MICHAEL MCGIFFERT, EDITOR, THE CHARACTER OF AMERICANS,    01371
*LEVEL         ALL GRADES                                                01371  8
*GENERAL!      ALL CANDIDATES                                            01371  7
*HOURS         1                                                         01371  6
*EVALUATION    EACH STUDENT WILL BE REQUIRED TO KEEP A DAILY REACTION    01371 30
               JOURNAL OR (INTELLECTUAL DIARY( IN WHICH THEY WILL RECORD 01371 31
               THEIR FEELINGS AND RESPONSES TO ASSIGNMENTS AND           01371 32
               DISCUSSIONS,  FOR THIS ASSIGNMENT, THE JOURNAL RESPONSES  01371 33
               SHOULD REVEAL THE EXTENT TO WHICH THE STUDENT HAS         01371 34
               PERCEIVED THE DIFFICULTIES OF DEFINING A PARTICULAR       01371 35
               CULTURE THAT HAS EMERGED FROM THE LARGER CONTEXT OF       01371 36
               WESTERN CIVILIZATION,                                     01371 37
*FILE          MAX LERNER  AMERICAN CULTURE  AMERICAN CHARACTER          01371  9
```

```
*OBJECTIVES    TO SHOW THAT A FOREIGN OBSERVER MAY BE CAPABLE OF INSIGHTS01372 27
               NOT SO READILY AVAILABLE TO A NATIVE,  2,  TO ILLUSTRATE  01372 28
               THE VALUE OF GIVING CONTEMPORARY FOREIGN OBSERVERS OF OUR 01372 29
               CULTURE AN ATTENTIVE AND THOUGHTFUL HEARING,  3,  (TO     01372 30
               EMPHASIZE THE IMPORTANCE OF MAKING A DETACHED OBSERVATION 01372 31
               BEFORE FORMING AN OPINION,                                01372 32
*PREREQUISITE PREVIOUS MODULE,                                           01372 33
*EXPERIENCE    READ AND DISCUSS ALEXIS DE TOQUEVILLE FROM DEMOCRACY IN   01372 11
               AMERICA EDITED BY MICHAEL MCGIFFERT, IN ADDITION TO HIS   01372 12
               BRILLIANCE AS AN ACUTE OBSERVER OF THE AMERICAN SCENE     01372 13
               DURING THE JACKSONIAN ERA, FOR THE FOLLOWING POINTS: 1,   01372 14
               THE ESSENTIAL DIFFERENCES THAT ARE POINTED UP IN THE      01372 15
               QUALITY OF LIFE IN THE HIERARCHICAL, ARISTOCRATIC SOCIETY 01372 16
               OF EUROPE AND IN AMERICA≤S EGALITARIAN DEMOCRACY,  2,  HOW01372 17
               AN OBSERVER≤S PERCEPTIONS ARE GREATLY ENHANCED BY HIS     01372 18
               HAVING THE PERSPECTIVE OF A CULTURAL BACKGROUND           01372 19
               SIGNIFICANTLY DIFFERENT FROM THAT BEING OBSERVED,  3,     01372 20
               WHAT INSIGHTS AN AMERICAN MIGHT HAVE ABOUT EUROPE, SOUTH  01372 21
               AMERICA, AFRICA, THE MIDDLE EAST OR ASIA AS A RESULT OF   01372 22
               HIS HAVING BEEN RAISED AS AN AMERICAN,  4,  IMAGINE WHAT  01372 23
               MUST BE DONE TO PREPARE TO CULTIVATE THE ATTITUDES OF THE 01372 24
               DETACHED, OBJECTIVE OBSERVER CONCERNED TO DISCOVER THE    01372 25
               TRUTH DESPITE ONE≤S OWN PARTICULAR BIASES AND INTERESTS,  01372 26
*SETTING       SMALL GROUP ≥1=12 STUDENTS+  COLLEGE                      01372 10
*MATERIALS     BLANK                                                     01372  5
*LEVEL         ALL GRADES                                                01372  8
*GENERAL!      ALL CANDIDATES                                            01372  7
*HOURS         2                                                         01372  6
*EVALUATION    STUDENTS COULD BE ASKED TO COMMENT IN THEIR JOURNALS ON   01372 34
               HOW THEIR PERCEPTIONS OF A FOREIGN CULTURE MIGHT BE       01372 35
               ENHANCED BY THEIR AMERICAN BACKGROUND,  OR, THEY MIGHT BE 01372 26
               ASKED TO DISCUSS THE VALUES OF TAKING A DETACHED LOOK AT  01372 27
               THEIR OWN CULTURE,                                        01372 28
*FILE          DE TOQUEVILLE  AMERICAN CHARACTER  OBSERVATIONS OF AMERICA01372  9
```

```
*OBJECTIVES     TO COMPARE THE QUALITY OF LIFE IN AMERICA WITH ITS          01373 19
                EUROPEAN ANTECEDANTS,  TO EMPHASIZE THE NECESSITY OF        01373 20
                CAREFUL SCRUTINY AND THE CONSIDERATION OF ALTERNATIVES      01373 21
                BEFORE FORMING AN OPINION,                                  01373 22
*PREREQUISITE PREVIOUS MODULES,                                             01373 23
*EXPERIENCE     READING ASSIGNMENT;  SELECTION FROM JEFFERSON≤S NOTES ON    01373 11
                VIRGINIA AND LETTER TO J, BANNISTER, OCT, 15, 1785,  THESE01373 12
                READINGS, REFLECTING JEFFERSON≤S FAITH IN EDUCATION AS A    01373 13
                SAFEGUARD AGAINST POLITICAL TYRANNY AND HIS AFFIRMATION OF01373 14
                AN AMERICAN DEMOCRACY OVER EUROPEAN ARISTOCRACY, SHOULD BE01373 15
                READ ALONG WITH THE DE TOQUEVILLE SELECTIONS IN             01373 16
                PREPARATION FOR A CLASS DISCUSSION OF DAVID POTTER≤S        01373 17
                ESSAY, [THE QUEST FOR THE AMERICAN CHARACTER,[              01373 18
*SETTING        INDEPENDENT  COLLEGE                                        01373 10
*MATERIALS      THOMAS JEFFERSON, FROM NOTES ON VIRGINIA+ AND LETTER TO J,01373  5
                BANNISTER IN LIVING IDEAS IN AMERICA EDITED BY H, S,        01373
                COMMAGER,                                                   01373
*LEVEL          ALL GRADES                                                  01373  8
*GENERAL        ALL CANDIDATES                                              01373  7
*HOURS          20 MINUTES 2OUTSIDE OF CLASS*,                              01373  6
*EVALUATION     IN FOLLOWING MODULE 1374,                                   01373 24
*FILE           JEFFERSON  EDUCATION  OBSERVATIONS OF AMERICA               01373  9
```

```
*OBJECTIVES     THE DISCUSSION OF POTTER≤S ESSAY IS MEANT TO ANTICIPATE     01374 33
                THE FIRST TWO PARTS OF THE COURSE WHICH SUGGEST THAT THE    01374 34
                AMERICAN IS VARIOUSLY AN IDEALIST, A MATERIALIST OR, TO     01374 35
                RECALL SANTAYANA≤S REMARK, [AN IDEALIST WORKING ON MATTER 01374 36
                ,[  IT IS ALSO MEANT TO ANTICIPATE SANTAYANA≤S MORE         01374 37
                PHILOSOPHICALLY ORIENTED ESSAY ON THE AMERICAN CHARACTER, 01374 38
*PREREQUISITE PREVIOUS MODULE,                                              01374 39
*EXPERIENCE     DISCUSSION;  DAVID POTTER, [THE QUEST FOR THE NATIONAL      01374 11
                CHARACTER[,  THUS FAR WE HAVE SEEN JEFFERSON, A TRUE SON    01374 12
                OF THE ENLIGHTENMENT, CONFIDENTLY AFFIRMING THE GOOD SENSE01374 13
                OF THE AMERICAN IF PROPERLY ILLUMINATED WITH THE LIGHT OF 01374 14
                REASON THROUGH AN EDUCATION UNTAINTED BY THE DECADENCE OF 01374 15
                THE EUROPEAN ARISTOCRACY,  AND WE HAVE SEEN A MORE WARY     01374 16
                DE TOQUEVILLE POINTING OUT, AS POTTER NOTES, THAT           01374 17
                [EQUALITY OF CONDITION[ DOES NOT NECESSARILY LEAD TO THE    01374 18
                INDEPENDENCE OF JUDGEMENT THAT JEFFERSON HOPED WOULD        01374 19
                SUSTAIN THE POLITICAL LIBERTY OF THE YOUNG REPUBLIC,  IN    01374 20
                FACT, DE TOQUEVILLE FINDS EGALITARIANISM RESULTING IN A     01374 21
                TENDENCY TO INTELLECTUAL CONFORMITY AND TO A MIDDLE CLASS 01374 22
                DEPENDENCE ON CREATURE COMFORTS,  THUS POTTER CONFRONTS US01374 23
                WITH TWO CONTRASTING IMAGES OF THE AMERICAN CHARACTER,  IS01374 24
                THE AMERICAN JEFFERSON≤S IDEALISTIC INDIVIDUALIST OR IS HE01374 25
                MORE TYPICALLY DE TOQUEVILLE≤S MATERIALISTIC CONFORMIST^    01374 26
                HOW DOES POTTER TREAT THE PROBLEM RAISED BY THESE           01374 27
                CONFLICTING IMAGES AND WHAT DOES HE FIND COMMON TO BOTH^    01374 28
                DISCUSSION, THEN, SHOULD CENTER ON WHETHER THE AMERICAN IS01374 29
                ESSENTIALLY AN IDEALIST, A MATERIALIST, OR, AS GEORGE       01374 30
                SANTAYANA OBSERVED, AN [IDEALIST WORKING ON MATTER,[        01374 31
*SETTING        SMALL GROUP 21-12 STUDENTS*  COLLEGE                        01374 10
*MATERIALS      THE NATIONAL TEMPER; READINGS IN AMERICAN HISTO Y EDITED    01374  5
                BY LAWRENCE W, LEVINE AND ROBERT MIDDLEKAUFF,               01374
*LEVEL          ALL GRADES                                                  01374  8
*GENERAL        ALL CANDIDATES                                              01374  7
*HOURS          50 MINUTES                                                  01374  6
*EVALUATION     JOURNAL ENTRY,  IN WHICH STUDENTS REACT TO THE ISSUES       01374 40
                RAISED ON THE AMERICAN CHARACTER,  WHAT DO THEY THINK THE 01374 41
                AMERICAN CHARACTER IS^                                      01374 42
*FILE           DAVID POTTER  AMERICAN CHARACTER  ARISTOCRACY VS DEMOCRACY01374  9
```

```
*OBJECTIVES    1, TO REAFFIRM THE HUMANITIES CONTENTION THAT THERE IS     01375 27
               ALWAYS MORE THAN ONE WAY TO TRUTH,  2,  TO DEMONSTRATE TO 01375 28
               THE STUDENT THE IMPORTANCE OF, [TONE[ IN ACHIEVING AN      01375 29
               EFFECT IN EXPOSITORY WRITING,  3,  TO ANALYZE ONE APPROACH01375 30
               TO EMPIRICAL OBSERVATIONS OF A SOCIETY,                   01375 31
*PREREQUISITE PREVIOUS MODULE,                                           01375 32
*EXPERIENCE    DISCUSSION;  GEORGE SANTAYANA, [MATERIALISM AND IDEALISM  01375 11
               IN AMERICAN LIFE[,  JUST AS SANTAYANA HAS OBSERVED THAT   01375 12
               THE AMERICAN IS [AN IDEALIST WORKING ON MATTER,[ SO MIGHT 01375 13
               WE SAY THAT SANTAYANA IS A PHILOSOPHICAL MATERIALIST      01375 14
               WORKING ON ESSENCES. ACCORDINGLY, HE IS NOT CONCERNED TO  01375 15
               ACHIEVE THE EMPIRICAL PRECISION OF A SOCIAL SCIENTIST,    01375 16
               YET HE IS PERSUASIVE,  WHY^  CLASS DISCUSSION SHOULD FOCUS01375 17
               ON SANTAYANASS STYLE,  WHAT IS THE SECRET OF THE          01375 18
               PERSUASIVE AND GRACEFUL CHARM OF HIS ESSAY^  IS IT LARGELY01375 19
               A MATTER OF TONE, OF URBANE AND GRACEFUL RHETORICAL       01375 20
               MATTERS^  IN A WORD, HOW DOES SANTAYANA PERSUADE US OF A  01375 21
               THESIS THAT DOES NOT READILY LEND ITSELF TO EMPIRICAL     01375 22
               PROOF^  MOREOVER, STUDENTS SHOULD CONSIDER THE VALUE OF   01375 23
               SANTAYANASS APPROACH TO THE UNDERSTANDING OF THE AMERICAN 01375 24
               CHARACTER AS AN INDISPENSABLE SUPPLEMENT TO THE EMPIRICAL 01375 25
               FINDINGS OF SOCIAL SCIENTISTS,                            01375 26
*SETTING       SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                      01375 10
*MATERIALS     GEORGE SANTAYANA, [MATERIALISM AND IDEALISM IN AMERICAN   01375  5

               LIFE,[ CHARACTER AND OPINION IN THE UNITED STATES,        01375
 *LEVEL        ALL GRADES                                                01375  8
 *GENERAL      ALL CANDIDATES                                            01375  7
 *HOURS        50 MINUTES                                                01375  6
 *EVALUATION   IN THEIR JOURNALS, STUDENTS SHOULD CONTINUE WITH THE      01375 33
               ISSUES RAISED IN CLASS DISCUSSION,                        01375 34
 *FILE         SANTAYANA  AMERICAN CHARACTER  LOGICAL PROOFS             01375  9
```

INTRODUCTION TO SECTION B

THE QUEST FOR TRANSCENDENT REALITY

A growing number of thoughtful people today find that the great metaphysical systems of the past, both theological and philosophical, are no longer adequate as explanations of the meaning of man's life. At the same time, they sense that the whole of reality cannot be encompassed by scientific positivism. In a word, many sense that there is a dimension of reality that cannot be apprehended through rationalism, whether philosophical, theological or empirical. What, then, are the alternatives open to such people?

Some, confronted with what they preceive to be an either/or choice between reason, with all its limitations, and irrationally, with all its demonic potentialities, choose and uphold reason as the best of available alternatives in an imperfect world, fully aware that reason cannot satisfy the deepest yearnings of their being. Still others, often as not governed more by the heart than by the head, may seek alternatives that have the effect of negating reason or the rational consciousness. Such alternatives may be drugs, the distractions of sensate popular culture, the losing of self in various forms of secular religion, such as Facism or Communism or, finally, popular occultism in its myriad forms ranging from astrology to fanciful attempts to tap vast reseviors of cosmic power in the quest for power and material success. The danger in all of these alternatives, of course, is that they either tend to negate reason which is our only immediate defense against religious and secular forms of superstition and fanaticism, or may tend to emphasize power without love.

Is there, then, a third alternative for those who affirm reason over various forms of irrationality and yet feel a profound spiritual hunger which reason or religious orthodoxies in their various forms cannot assauge? The mystics of all ages and in all sorts of cultural and intellectual contexts seem to bear witness to this possibility. For their means of apprehending a transcendent dimension of reality is neither rational nor irrational, but non-rational, a mode of consciousness that seems to result usually from the disciplines of prayer, mediatation and comtemplation and which lead to perceptions of reality that elude precise philosophical, theological and asthetic expression but may well be the source of the greatest examples of these modes of apprehending truth. Moreover the fruit of mystical consciousness seems always to be an ethical sensitivity that stems from a sense of agape rather than utilitarian expediency. Finally, the mystic, having lost his egotistical sense of selfhood, is no longer, like most men, concerned to acquire and use power, but rather radiates it in the form of love or agape, the probable source of man's ethical achievements thus far in the course of his history.

But one may ask why a section on the quest for transcendent reality in a course on American Culture, for Americans, after all are anything but a mystically inclined people. Indeed, Americans, for the most part are activist, pragmatic people, who tend to be suspicious of contemplative, intellectual or aesthetic activity that may detract from their more usual concern to manipulate people and matter. Therefore in his attempts to compensate for a sense of spiritual vacuity, the American has often turned to fanatical religious enthusiasm, popular cults and fads or to an intensified quest for material goods---in a word, to various forms of physical and psychic excitment rather than to modes of periodic contemplation which, whether or not they lead to mystical consciousness, can nevertheless contribute to personal growth, to enhanced creativity and ethical sensitivity, to a new sense of identity with others that may lead to a more meaningful involvement in society, and to an intuitive apprehension of life's possibilities that may help to counter the temptation to succumb to fashionalbe modes of despair. Therefore many students, either consciously or unconsciously oppressed by the seemingly inexorable evolution of a cybernetic society, may receive as good news the fact that there has been and is in America a continuing quest for a mode of consciousness, which, liberated from the limitations of reason and of irrationality, seeks out a sense of transcendent reality that bears witness to the possibilities of more complete fullness of being.

```
*OBJECTIVES     1, TO INTRODUCE THE STUDENT TO ADDITIONAL MATERIAL WHICH 01376 28
                DISCUSSES IDEAS RELEVANT TO SECTION B, THE QUEST FOR     01376 29
                TRANSCENDANT REALITY, 2, TO IMPROVE THE STUDENT≤S        01376 30
                CRITICAL ABILITIES,                                      01376 31
*PREREQUISITE PREVIOUS MODULES,                                          01376 32
*EXPERIENCE     BOOK REVIEW! CHOOSE ONE OF THE FOLLOWING BOOKS TO BE     01376 11
                REVIEWED IN ACCORDANCE WITH CRITERIA ESTABLISHED BY CLASS 01376 12
                DISCUSSION TEMPERED BY THE INSTRUCTOR≤S CONCERN TO       01376 13
                ESTABLISH STANDARDS OF EXCELLENCE! 1, WILLIAM JAMES, THE01376 14
                VARIETIES OF RELIGIOUS EXPERIENCE, 2, RALPH HARPER,      01376 15
                HUMAN LOVE--EXISTENTIAL AND MYSTICAL, 3, EVELYN          01376 16
                UNDERHILL, MYSTICISM, 4, EVELYN UNDERHILL, PRACTICAL     01376 17
                MYSTICISM, 5, ALFRED P, STIERNOTTE, ED,, MYSTICISM AND   01376 18
                THE MODERN MIND, 6, R, C, HAPPOLD, RELIGIOUS FAITH AND   01376 19
                TWENTIETH-CENTURY MAN, THESE REVIEWS MAY BE CARRIED OUT  01376 20
                IN TWO WAYS, THE STUDENT MAY WISH TO USE THE USUAL FORM  01376 21
                OF BOOK REVIEWING, GIVING A CRITICAL ANALYSIS OF THE     01376 22
                RELEVANCE AND EXECUTION OF THE MATERIAL IN ADDITION TO   01376 23
                RELATING THIS ANALYSIS TO PERSONAL EXPERIENCES AND       01376 24
                PERCEPTIONS, OR HE MAY EXPERIENCE MORE INTELLECTUAL      01376 25
                BENEFIT BY RECORDING HIS RESPONSES TO THE BOOK IN HIS    01376 26
                JOURNAL DURING THE COURSE OF HIS READING,                01376 27
*SETTING        INDEPENDENT COLLEGE                                      01376 10
*MATERIALS      BLANK                                                    01376  5
*LEVEL          ALL GRADES                                               01376  8
*GENERAL        ALL CANDIDATES                                           01376  7
*HOURS          6                                                        01376  6
*EVALUATION     THE INSTRUCTOR WILL EVALUATE THESE REPORTS IN TERMS OF   01376 33
                THEIR QUALITY AS A CRITICAL REVIEW, THEIR APPLICATIONS TO 01376 34
                THE THEMES DISCUSSED, THEIR QUALITY AS APPRAISALS OF     01376 35
                RELEVANCE RATHER THAN A [REHASH[ OF MATERIALS GIVEN, AND 01376 36
                THEIR ADHERENCE TO CRITERIA ESTABLISHED BY THE CLASS AND 01376 37
                THE INSTRUCTOR,                                          01376 38
*FILE           REALITY  REVIEW  MYSTICISM                               01376  9
```

```
*OBJECTIVES     THIS MODULE≤S PURPOSE, ASIDE FROM INTRODUCING SECTION B OF01377 20
                THE COURSE, IS HOPEFULLY TO LIBERATE THE STUDENT         01377 21
                EMOTIONALLY AND INTELLECTUAL INSOFAR AS HE BECOMES AWARE 01377 22
                THAT MYSTICS IN ALL TIMES AND PLACES BEAR WITNESS THAT   01377 23
                REALITY AS WE USUALLY PERCEIVE IT IS NOT [ALL THERE IS[ TO01377 24
                HUMAN EXISTENCE,                                         01377 25
*PREREQUISITE N/A,                                                       01377 26
*EXPERIENCE     DISCUSSION! WALTER STACE, [WHAT IS MYSTICISM[ THE        01377 11
                TEACHINGS OF THE MYSTICS, DISCUSSION COULD FOCUS ON      01377 12
                STACE≤S RHETORICAL SKILL WITH REGARD TO THE ART OF       01377 13
                DEFINITION, NOTING THAT HE IS JUST AS CAREFUL TO SHOW WHAT01377 14
                MYSTICISM IS NOT AS WELL AS WHAT IT ACTUALLY IS, STUDENTS01377 15
                SHOULD ALSO DIRECT THEIR ATTENTION TO THE PRACTICAL      01377 16
                SIGNIFICANCE OF THE MYSTICAL CONSCIOUSNESS, REFERRING    01377 17
                SPECIFICALLY TO THAT PART OF THE CHAPTER SUBTITLED [THE  01377 18
                ETHICAL ASPECTS OF MYSTICISM,[                           01377 19
```

```
*SETTING        SMALL GROUP 21=12 STUDENTS+  COLLEGE                    01377 10
*MATERIALS      WALTER STACE, THE TEACHINGS OF THE MYSTICS              01377  5
*LEVEL          ALL GRADES                                              01377  8
*GENERAL!       ALL CANDIDATES                                          01377  7
*HOURS          50 MINUTES                                              01377  6
*EVALUATION     QUALITY OF JOURNAL ENTRY,                               01377 27
*FILE           TRANSCENDENT REALITY  WALTER STACE  MYSTICISM           01377  9
```

```
*OBJECTIVES     TO LET THE STUDENT EXPERIENCE, EMOTIONALLY, AESTHETICALLY 01378 30
                AND INTELLECTUALLY, THE FACT THAT A MAN≤S DEEPER        01378 31
                PERCEPTIONS OF [REALITY[ CAN AND DO BREAK THROUGH AND   01378 32
                TRANSCEND [CLOSED[ SYSTEMS OF THOUGHT,                  01378 33
*PREREQUISITE PREVIOUS MODULES,                                         01378 34
*EXPERIENCE     ASSIGNMENT! WALTER STACE, [CHRISTIAN MYSTICISM[,        01378 11
                [RESTROSPECT AND PROSPECT[,  EDWARD TAYLOR, [THE        01378 12
                EXPERIENCE[,  JONATHAN EDWARDS, [SARAH PIERREPONT[,     01378 13
                LECTURE ON THE FIVE POINTS OF CALVINISM WITH PARTICULAR 01378 14
                EMPHASIS ON WHAT MIGHT BE CALLED THE PURITAN≤S ULTRA    01378 15
                THEISM OR HIS NEARLY UNQUALIFIED EMPHASIS ON THE        01378 16
                SOVEREIGNTY OF GOD,  THE LECTURER MAY WISH TO POINT TO THE01378 17
                TENSION IN CHRISTIAN THEOLOGY BETWEEN CONCEPTIONS OF GOD≤S01378 18
                TRANSCENDENCE AND IMMANENCE AND FURTHER TO THE CONTRAST 01378 19
                BETWEEN WESTERN THEISM AND EASTERN PANTHEISM,  DISCUSSION 01378 20
                ON TAYLOR≤S POEM, NOTING THAT TAYLOR DID NOT WISH TO HAVE 01378 21
                HIS POEMS PUBLISHED, COULD CENTER ON HOW HIS MYSTICAL   01378 22
                VISION BORDERS ON HERESY, INSOFAR AS TAYLOR IS, FROM A  01378 23
                PURITAN≤S POINT OF VIEW, UNCOMFORTABLY CLOSE TO ASSERTING,01378 24
                LIKE A MEISTER ECKHART, THAT HE ACTUALLY ONE WITH GOD,  01378 25
                JONATHAN EDWARDS≤S [SARAH PIERREPONT[ ILLUSTRATES HOW THE 01378 26
                HUMAN PERSONALITY IS AFFECTED BY MYSTICAL CONSCIOUSNESS, 01378 27
                STUDENTS WILL ALSO WANT TO READ EDWARDS≤S ACCOUNT OF HIS 01378 28
                SPIRITUAL POLGRIMAGE,                                   01378 29
*SETTING        LARGE GROUP  COLLEGE                                    01378 10
*MATERIALS      WALTER STACE, THE TEACHINGS OF THE MYSTICS, THE VIKING  01378  5
                PORTABLE LIBRARY AMERICAN LITERATURE SURVEY COLONIAL AND 01378
                FEDERAL TO 1800,                                        01378
*LEVEL          ALL GRADES                                              01378  8
*GENERAL!       ALL CANDIDATES                                          01378  7
*HOURS          50 MINUTES                                              01378  6
*EVALUATION     JOURNAL ENTRY SHOULD REFLECT AWARENESS BETWEEN MYSTICAL 01378 35
                CONSCIOUSNESS AND HUMAN BEHAVIOR,                       01378 36
*FILE           MYSTICISM  EDWARD TAYLOR  JONATHAN EDWARDS              01378  9
```

```
*OBJECTIVES     THE STUDENT THROUGH READING EDWARDS, WOOLMAN, ETC, CAN  01379 35
                EXPERIENCE, AT LEAST PARTIALLY, THE EMOTIONAL POWER     01379 36
                RELATED TO MYSTICAL CONSCIOUSNESS,  MOREOVER HE         01379 37
                EXPERIENCES INTELLECTUAL THE RELATIONSHIP BETWEEN THIS  01379 38
                STATE OF CONSCIOUSNESS AND ITS EFFECT ON ONE≤S PERSONAL 01379 39
                LIFE AND ONE≤S ORIENTATION TOWARD SOCIETY,              01379 40
*PREREQUISITE PREVIOUS MODULE,                                          01379 41
*EXPERIENCE     ASSIGNMENT! JOHN WOOLMAN, JOURNAL IN THE PROTESTANT     01379 11
                MYSTICS,  RALPH WALDO EMERSON, INTRODUCTION AND PART I OF 01379 12
                NATURE,  HENRY DAVID THOREAU, JOURNAL IN THE PROTESTANT 01379 13
                MYSTICS,  HENRY DAVID THOREAU, LAST CHAPT, OF WALDEN,   01379 14
                BRIEF LECTURE ON WOOLMAN EMPHASIZING HIS CONCERN FOR THE 01379 15
                PLIGHT OF THE NEGRO IN THE MIDDLE OF THE EIGHTEENTH     01379 16
                CENTURY, LONG BEFORE ABOLITIONISM BECAME A FORMAL       01379 17
                MOVEMENT,  SUBSEQUENT CLASS DISCUSSION SHOULD NOT OVERLOOK01379 18
                THE RELATIONSHIP BETWEEN WOOLMAN≤S MYSTICAL CONSCIOUSNESS 01379 19
```

```
               AND THE SENSE OF EMPATHY WITH HIS FELLOW MEN THAT LED TO   01379 20
               HIS BECOMING A GREAT SPIRIT OF REFORM,  DISCUSSION ON       01379 21
               EMERSON SHOULD FOCUS ON HIS FAMOUS [TRANSPARENT EYEBALL[    01379 22
               PASSAGE IN PART I OF NATURE,  IN CLASS DISCUSSION OR IN     01379 23
               JOURNALS, STUDENTS MAY ASK WHETHER EMERSON≤S                01379 24
               QUASI-MYSTICAL STATE OF CONSCIOUSNESS SHOWS HIS AFFINITY    01379 25
               TO WESTERN THEISM OR TO EASTERN PANTHEISM,  AND NOTE HIS    01379 26
               SAYING THAT [ALL MEAN EGOTISM VANISHES,[  IN THEIR          01379 27
               JOURNALS, STUDENTS CAN CONSIDER IF THE PASSAGE FROM         01379 28
               THOREAU≤S JOURNAL DOES NOT ALTER THEIR PERCEPTION OF THE    01379 29
               MEANING OF WALDEN,  SOME STUDENTS MAY WISH TO READ THE      01379 30
               LAST CHAPTER OF WALDEN TO DISCOVER WHAT HE HAS TO SAY       01379 31
               ABOUT WHAT IT MEANS TO BE REALLY [AWAKE,[ HIS DESIRE TO     01379 32
               LIVE AN AUTHENTIC LIFE, AND THE IDEA OF RESURRECTION,       01379 33
               NOTE ALSO REFERENCES TO THE EAST,                           01379 34
*SETTING       SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                        01379 10
*MATERIALS     WOOLMAN AND THOREAU SELECTIONS FROM THE PROTESTANT MYSTICS01379  5
               EDITED BY ANNE FREMANTLE,  EMERSON ESSAY IN VIKING          01379
               PORTABLE LIBRARY AM, LITERATURE SURVEY,  AND ANY GOOD       01379
               EDITION OF THOREAU≤S WALDEN,                                01379
*LEVEL         ALL GRADES                                                  01379  8
*GENERAL       ALL CANDIDATES                                              01379  7
*HOURS         CLASS PERIOD                                                01379  6
*EVALUATION    THOUGHTFUL DISCUSSION IN JOURNAL ON ISSUES RAISED IN        01379 42
               CLASS,                                                      01379 43
*FILE          JOHN WOOLMAN  EMERSON  THOREAU                              01379  9
```

```
*OBJECTIVES    TO EXPERIENCE THROUGH A WORK OF ART THE POSSIBILITY OF A    01380 24
               MEANINGFUL RELATIONSHIP BETWEEN MYSTICAL CONSCIOUSNESS AND01380 25
               THE DEMOCRATIC ETHOES,                                      01380 26
*PREREQUISITE  PREVIOUS MODULES,                                           01380 27
*EXPERIENCE    ASSIGNMENT:  WALT WHITMAN, [SONG OF MYSELF[,  JAMES E,      01380 11
               MILLER, JR, HAS CALLED WHITMAN≤S [SONG OF MYSELF[ A         01380 12
               [DRAMATIC REPRESENTATION OF A MYSTICAL EXPERIENCE,[  WITH 01380 13
               THIS IN MIND, STUDENTS ARE INVITED TO EXPERIENCE THE POEM 01380 14
               AS THE WORK OF A MAN WHOSE MYSTICAL CONSCIOUSNESS MARKEDLY01380 15
               AFFECTS HIS PERCEPTIONS OF HIS FELLOW MAN, LOVE,            01380 16
               DEMOCRACY, GOD, THE NATURE OF SELF AND THE SIGNIFICANCE OF01380 17
               DEATH,  STUDENTS, REFERRING BACK TO WALTER STACE≤S          01380 18
               COMMENTS ON WESTERN AND EASTERN MYSTICISM, SHOULD BE ALERT01380 19
               TO WHITMAN≤S AFFINITIES TO THE EAST,  ≥SECTIONS 1-5 AND     01380 20
               50-52 MAY BE READ AS THE POET≤S ATTEMPT TO DESCRIBE HIS     01380 21
               GOING INTO AND COMING OUT OF THE MYSTICAL STATE OF          01380 22
               CONSCIOUSNESS,                                              01380 23
*SETTING       SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                        01380 10
*MATERIALS     WHITMAN≤S LEAVES OF GRASS: HIS ORIGINAL EDITION, REPRINTED01380  5
               WITH AN INTRODUCTION BY MALCOLM COWLEY ≥COMPASS BOOKS+,     01380
               WHITMAN≤S SONG OF MYSELF, EDITED BY JAMES E, MILLER ≥DODD,01380
               MEAD+,                                                      01380
*LEVEL         ALL GRADES                                                  01380  8
*GENERAL       ALL CANDIDATES                                              01380  7
*HOURS         CLASS PERIOD                                                01380  6
*EVALUATION    THOUGHTFUL DISCUSSION IN JOURNAL OF ISSUES RAISED IN CLASS01380 28
               AND RELEVANCE TO STUDENT,                                   01380 29
*FILE          WALT WHITMAN  MYSTICISM  ART                                01380  9
```

```
*OBJECTIVES    TO LET THE STUDENT EXPERIENCE AESTHETICALLY A REMARKABLE    01381 22
               ATTEMPT BY A CONTEMPORARY POET TO IMPART SPIRITUAL          01381 23
               SIGNIFICANCE TO THE REALITIES OF A MODERN TECHNOLOGICAL     01381 24
```

```
              AGE,                                                      01381 25
*PREREQUISITE PREVIOUS MODULES,                                         01381 26
*EXPERIENCE   ASSIGNMENT:  HART CRANE, [MODERN POETRY[, [TO BROOKLYN    01381 11
              BRIDGE[ FROM THE BRIDGE,  OUR CONCERN WITH CRANE IS NOT   01381 12
              WHETHER HE ACTUALLY ACHIEVED MYSTICAL CONSCIOUSNESS, AS   01381 13
              SUCH, AS MUCH AS HIS ATTEMPT TO ASSIMILATE AND THEN       01381 14
              SUBORDINATE THE REALITY OF MODERN TECHNOLOGY IN THE PSYCHE01381 15
              OF MODERN MAN AND THEN MAKE OF BROOKLYN BRIDGE AN EXAMPLE 01381 16
              OF MODERN MAN≤S TECHNOLOGICAL SKILL A SYMBOL OF           01381 17
              TRANSCENDENT UNITY,  LECTURE ON CRANE≤S BACKGROUND, AND   01381 18
              THE RELATIONSHIP BETWEEN THEORY AND PRACTICE AS           01381 19
              EXEMPLIFIED BY HIS ESSAY, [MODERN POETRY,[ AND HIS POEM,  01381 20
              [TO BROOKLYN BRIDGE,[                                     01381 21
*SETTING      SMALL GROUP ≥1=12 STUDENTS+  COLLEGE                      01381 10
*MATERIALS    THE AMERICAN LITERARY RECORD, VOL II, EDITED BY WILLARD   01381  5
              THORP, ET AL,                                             01381
*LEVEL        ALL GRADES                                                01381  8
*GENERAL      ALL CANDIDATES                                            01381  7
*HOURS        CLASS PERIOD                                              01381  6
*EVALUATION   JOURNAL ENTRY,                                            01381 27
*FILE         HART CRANE  MYSTICISM  POETRY                             01381  9
```

INTRODUCTION TO PART C

THE QUEST FOR MATERIAL SUCCESS

In turning to the American quest for material success, we are reminded of Max Lerner's statement that the American is "the archetypal man of the West," or to put it another way, the man who manifests during the Reformation. In this section the student will perceive that the American Man, in the economic realm especially, is the epitome of the new middle class that was to gain ascendancy, politically and ecomically, over the older feudual order in Europe. In America, of course, the new man of the West was almost born free of the economic restraints that governed trade in the medieval period--"almost" in that the early Puritans of New England for a time felt a lingering medieval concern to establish limits on the taking of profit lest the saints be lured by the temptation of luxury away from their primary duty of serving their fellow men and God. Of course, this subordination of material to spiritual concerns was not to last; the New England saint became the prosperous Yankee trader who in turn became, like Calvin Coolidge, the man who felt that the business of America is business.

In this part the student will begin with an overview by Robert Heilbroner of Western economic development up to the emergence of the free market economy that characterizes modern times. He will then turn to Max Weber who explains how Calvinism, and later, New England Puritanism, provided the psychic impetus that made possible the intensity of American economic development. The student then moves on to selections by John Cotton, Benjamin Franklin, William Lawrence and Andrew Carnegie, all of whom exemplify the Weber thesis. A Selection by Walter Rauchenbusch reflects the concern of the Social Gospel movement in the late 19th Century that economic individualism, rationalized by the ideologies of Classical economics and Social Darwinism, was undermining any possibility of Christian community. Sumner's essay shows how the "Protestant Ethic" had blended with Darwinian theory to become that kind of Social Darwinism that insisted that the progress of society was contingent on permitting, through a government policy of laissez faire, the law of the "survival of the fittest" to run its natural course despite the social misery that would and did result from the policy. Jacob Riis, rejecting the determinism of the Social Darwinist, insisted that Americans can and must eliminate the poverty of the slums. The Great Gatsby reflects the tragic odessey of a Horatio Alger hero who is destroyed by a currupt version of an American Dream now devoid of meaningful spiritual content.

```
*OBJECTIVES    1,  TO INTRODUCE THE STUDENT TO BOOKS RELEVANT TO SECTION 01382 30
               C OF THE COURSE,  2,  TO ENABLE STUDENT TO IMPROVE HIS    01382 31
               WRITING SKILL AND CRITICAL ABILITY,                       01382 32
*PREREQUISITE BLANK                                                      01382 33
*EXPERIENCE    STUDENTS ARE TO PREPARE THE SECOND OF FOUR BOOK REPORTS   01382 11
               USING ONE BOOK FROM THE FOLLOWING LIST,  1,  RICHARD      01382 12
               HOFSTADTER, SOCIAL DARWINISM IN AMERICAN THOUGHT          01382 13
               1860-1915,  2,  SIDNEY FINE, LAISSEZ-FAIRE AND THE GENERAL01382 14
               WELFARE STATE,  3,  THORSTIN VEBLEN, THE THEORY OF THE    01382 15
               LEISURE CLASS,  4,  EDWARD BELLAMY, LOOKING BACKWARD,  5, 01382 16
               MORTON WHITE, SOCIAL THOUGHT IN AMERICA: THE REVOLT       01382 17
               AGAINST FORMALISM,  6,  KENNETH LYNN, THE AMERICAN DREAM  01382 18
               OF SUCCESS,  THESE BOOKS ARE TO BE REVIEWED IN ACCORDANCE 01382 19
               WITH CRITERIA ESTABLISHED BY CLASS DISCUSSION TEMPERED BY 01382 20
               THE INSTRUCTOR≤S CONCERN TO ESTABLISH STANDARDS OF        01382 21
               EXCELLENCE,  THE REVIEWS MAY BE CARRIED OUT IN TWO WAYS,  01382 22
               THE STUDENT MAY WISH TO USE THE USUAL FORM OF BOOK        01382 23
               REVIEWING, GIVING A CRITICAL ANALYSIS OF THIS RELEVANCE   01382 24
               AND EXECUTION OF THE MATERIAL: IN ADDITION TO RELATING THIS01382 25
               ANALYSIS TO PERSONAL EXPERIENCES AND PERCEPTIONS,  OR HE  01382 26
               MAY EXPERIENCE MORE INTELLECTUAL BENEFIT BY RECORDING HIS 01382 27
               RESPONSES TO THE BOOK IN HIS JOURNAL DURING THE COURSE OF 01382 28
               HIS READING,                                              01382 29
*SETTING       INDEPENDENT  COLLEGE                                      01382 10
*MATERIALS     BLANK                                                     01382  5
*LEVEL         ALL GRADES                                                01382  8
*GENERAL       ALL CANDIDATES                                            01382  7
*HOURS         6                                                         01382  6
*EVALUATION    THE INSTRUCTOR WILL EVALUATE THESE REPORTS IN TERMS OF    01382 34
               THEIR QUALITY, AS CRITICAL REVIEWS, THEIR APPLICABILITY   01382 35
               TO THE THEMES DISCUSSED, THEIR QUALITY AS APPRAISALS OF   01382 36
               RELEVANCE RATHER THAN A [REHASH[ OF MATERIALS GIVEN, AND  01382 37
               THEIR ADHERENCE TO CRITERIA ESTABLISHED BY THE CLASS AND  01382 38
               THE INSTRUCTOR,                                           01382 39
*FILE          BOOK REVIEW ASSIGNMENT  WRITING SKILLS                    01382  9
```

```
*OBJECTIVES    1,  HEILBRUNER ESSAY ASSIGNED TO GIVE THE STUDENT AN      01383 16
               OVERVIEW OF WESTERN ECONOMIC HISTORY,  2,  TO PROVIDE THE 01383 17
               STUDENT WITH ONE ANALYSIS OF ECONOMIC HISTORY THAT MAY    01383 18
               ASSIST IN EXPLAINING AMERICAN MATERIALISM,                01383 19
*PREREQUISITE BLANK                                                      01383 20
*EXPERIENCE    ASSIGNMENT: ROBERT HEILBRONER, THE ECONOMIC REVOLUTION,   01383 11
               [THE WORLDLY PHILOSOPHERS[ ≥ESSANDESS PAPERBACK+,  BE     01383 12
               PREPARED WITH SUFFICIENT KNOWLEDGE OF AMERICAN ECONOMIC   01383 13
               ANTECEDENTS TO INTELLIGENTLY CONSIDER THE [PROTESTANT     01383 14
               ETHIC[ IN AMERICA IN MODULE 16,                           01383 15
*SETTING       INDEPENDENT  COLLEGE                                      01383 10
*MATERIALS     BLANK                                                     01383  5
*LEVEL         ALL GRADES                                                01383  8
*GENERAL       ALL CANDIDATES                                            01383  7
*HOURS         25 MINUTES ≥OUT OF CLASS+                                 01383  6
*EVALUATION    THE STUDENT MAY RECORD HIS REACTIONS TO HEILBRONER≤S      01383 21
               THESIS AND CONSIDER WHETHER GIVEN HIS PERSONAL EXPERIENCES01383 22
               AND PERCEPTIONS, HE SUPPORTS THE ANALYSIS,                01383 23
*FILE          ROBERT HEILBRONER  ECONOMIC HISTORY  AMERICAN MATERIALISM 01383  9
```

```
*OBJECTIVES    1,  TO ILLUSTRATE HOW ARTISTIC EXPRESSION REFLECTS THE     01384 20
               DOMINANT THEMES OF A SOCIETY,  2,  TO EMPHASIZE THAT IN    01384 21
               ORDER TO PERCEIVE AND ANALYZE A SOCIETY, ONE MUST LOOK AT 01384 22
               EVERY ASPECT OF LIFE,                                      01384 23
*PREREQUISITE BLANK                                                       01384 24
*EXPERIENCE    VIEW AT INDEPENDENT STUDY CARRELS A DISCUSSION AND         01384 11
               ILLUSTRATIONS OF ART, ARCHITECTURE AND PAINTING AS THEY    01384 12
               REFLECT THE AMERICANSS SEARCH FOR MATERIAL SUCCESS,  ONE   01384 13
               TOPIC MAY BE THE ARCHITECTURE OF FRANK LLOYD WRIGHT AND    01384 14
               LOUIS SULLIVAN, ALTHOUGH THE SPECIFIC AREAS WILL BE        01384 15
               DETERMINED BY THE (BRAINPOWER( RESOURCES AVAILABLE IN THE 01384 16
               HUMANITIES AND ART DEPARTMENTS TO PREPARE THESE PROGRAMS, 01384 17
               MUSIC OR POETRY PRESENTATIONS COULD ALSO BE MADE IN        01384 18
               ACCORDANCE WITH THIS THEME,                                01384 19
*SETTING       INDEPENDENT  COLLEGE                                       01384 10
*MATERIALS     INDIVIDUAL STUDY CARRELS, SLIDES, AUDIOTAPES OR VIDEO      01384  5
               TAPES OF THE ABOVE PRESENTATIONS, CAROUSEL PROJECTOR AND   01384
               RECORDER,                                                  01384
*LEVEL         ALL GRADES                                                 01384  8
*GENERAL       ALL CANDIDATES                                             01384  7
*HOURS         1-2 HOURS                                                  01384  6
*EVALUATION    REACTION IN JOURNALS SHOULD REFLECT A+ THE STUDENTSS       01384 25
               PERCEPTION THAT ARTISTIC EXPRESSION CAN BE UTILIZED TO     01384 26
               ANALYZE THE DOMINANT THEMES OF A SOCIETY, B+ THE STUDENTS 01384 27
               ATTITUDES AND FEELINGS TOWARD THESE ARTISTIC EXPRESSIONS, 01384 28
*FILE          ART  AMERICAN CHARACTER  ARCHITECTURE                      01384  9
```

```
*OBJECTIVES    TO PRESENT TO THE STUDENT THE THESIS THAT IDEAS AFFECT     01385 19
               SOCIAL AND ECONOMIC INSTITUTIONS CONTRARY TO MARXIST       01385 20
               ASSERTIONS OF MATERIALISTIC DETERMINISM,                   01385 21
*PREREQUISITE HUMANITIES I + II, MODULES ON MARX                          01385 22
*EXPERIENCE    ASSIGNMENT:  MAX WEBER, FROM THE PROTESTANT ETHIC AND THE 01385 11
               SPIRIT OF CAPITALISM,  IN A BRIEF LECTURE, THE INSTRUCTOR 01385 12
               MAY WISH TO SHOW THAT THE WEBER THESIS, LIKE ANY OTHER,    01385 13
               HAS ITS WEAKNESSES, BUT THAT ITS MAIN INSIGHTS TEND ON THE01385 14
               WHOLE TO ENJOY GENERAL ACCEPTANCE,  A GENERAL DISCUSSION   01385 15
               MAY ENSUE OF THE CONTRASTS, COMPARISONS AND VALIDITY OF    01385 16
               WEBERSS THESIS AND MARXSS THESIS OF MATERIALISTIC          01385 17
               DETERMINISM AS PRESENTED IN HUMANITIES I + II,             01385 18
*SETTING       SMALL GROUP 21-12 STUDENTS+  COLLEGE                       01385 10

*MATERIALS     MAN IN CONTEMPORARY SOCIETY, VOL II 2COLUMBIA UNIV, PRESS+01385  5
*LEVEL         ALL GRADES                                                 01385  8
*GENERAL       ALL CANDIDATES                                             01385  7
*HOURS         CLASS PERIOD                                               01385  6
*EVALUATION    STUDENTS SHOULD SHOW IN CLASS DISCUSSION AND IN THEIR      01385 23
               JOURNALS SOPHISTICATED FAMILIARITY WITH THE PROTESTANT     01385 24
               ETHIC IN ITS ORIGINAL FORM AND SHOULD BE ABLE TO           01385 25
               ANTICIPATE THE TRANSMUTATIONS IT WOULD UNDER-GO IN THE     01385 26
               18TH AND 19TH CENTURIES,                                   01385 27
*FILE          MAX WEBER  PROTESTANT ETHIC  CAPITALISM                    01385  9
```

```
*OBJECTIVES     TO GET THE STUDENT TO MEET THE PURITAN ON HIS OWN GROUND  01386 26
                RATHER FROM THE PERSPECTIVE OF MODERN TIMES,              01386 27
*PREREQUISITE PREVIOUS MUDULES                                            01386 28
*EXPERIENCE     ASSIGNMENT|  JOHN COTTON, [A CHRISTIAN CALLING[,          01386 11
                DISCUSSION|  OBVIOUSLY PURITANS ARE NOT POPULAR THESE     01386 12
                DAYS, LARGELY BECAUSE OF POPULAR MISCONCEPTIONS AND IN    01386 13
                PART BECAUSE OF THE WEBER THESIS,  BUT IT OUGHT TO BE     01386 14
                NOTED THAT WEBER IS CRITICAL NOT SO OF THE PURITAN ETHIC, 01386 15
                AS SUCH, AS OF ITS SECULAR FORM IN MODERN TIMES, IN WHICH 01386 16
                ECONOMIC INDIVIDUALISM HAS COME TO PREVAIL OVER THE       01386 17
                PURITAN≤S PRIMARY SENSE OF DUTY TO GOD AND TO THE         01386 18
                COMMUNITY,  IN THE INTERESTS OF ACQUIRING A MORE          01386 19
*FILE           HUMANITIES   ART   CULMINATING ACTIVITIES                 00900009
                SOPHISTICATED UNDERSTANDING OF THE PURITAN, THEN, STUDENT 01386 20
                DISCUSSION SHOULD FOCUS ON DEFENDING THE PURITANS FROM    01386 21
                CURRENT MYTH AND CLICHES ABOUT THEM,  AS A BASIS FOR THIS 01386 22
                DISCUSSION, STUDENTS SHOULD HAVE READ PERRY MILLER, [THE  01386 23
                PURITAN WAY OF LIFE[ IN PURITANISM IN EARLY AMERICA       01386 24
                PROBLEMS IN AMERICAN CIVILIZATION 2D, C, HEATH SERIES*,   01386 25
*SETTING        SMALL GROUP 21-12 STUDENTS*  COLLEGE                      01386 10
*MATERIALS      JOHN COTTON, [A CHRISTIAN CALLING[ IN THE AMERICAN        01386  5
                PURITANS, EDITED BY PERRY MILLER,  PERRY MILLER, [THE     01386
                PURITAN WAY OF LIFE[ IN PURITANISM IN EARLY AMERICA,      01386
                PROBLEMS IN AMERICAN CIVILIZATION 2D, C, HEATH*           01386
*LEVEL          ALL GRADES                                                01386  8
*GENERAL        ALL CANDIDATES                                            01386  7
*HOURS          CLASS PERIOD                                              01386  6
*EVALUATION     STUDENT SHOULD BE ABLE TO DEMONSTRATE IN HIS JOURNAL THAT 01386 29
                HE UNDERSTANDS THE RELEVANCE OF THE COTTON SERMON TO THE  01386 30
                WEBER THESIS,  HE SHOULD ALSO PURSUE FURTHER THE DEFENSE  01386 31
                OF THE PURITAN BEGUN IN CLASS DISCUSSION,                 01386 32
*FILE           JOHN COTTON  PROTESTANT ETHIC  PURITANS                   01386  9
```

```
*OBJECTIVES     TO SHOW THE STUDENT HOW AN OLDER INTELLECTUAL AND         01387 27
                RELIGIOUS HERITAGE CAN AND DOES SURVIVE IN A TRANSMUTED   01387 28
                FORM IN A NEW CULTURAL CONTEXT,                           01387 29
*PREREQUISITE PREVIOUS MODULE                                             01387 30
*EXPERIENCE     ASSIGNMENT|  RUSSEL B, NYE, [INTRODUCTION[ TO             01387 11
                AUTOBIOGRAPHY AND OTHER WRITINGS BY BENJAMIN FRANKLIN,    01387 12
                RELIGIOUS CREDO 2P, 87 OF NYE VOLUME*  INSCRIPTION ON     01387 13
                PARENTS≤ TOMB, P, 9  [ADVICE TO A YOUNG TRADESMAN[  [THE  01387 14
                WAY TO WEALTH[ 2TO BE READ SELECTIVELY*  PROJECT FOR MORAL01387 15
                PERFECTION, P, 75FF,  SINCE THE RELEVANCE OF THE FRANKLIN 01387 16
                SELECTIONS TO THE WEBER THESIS SHOULD BE IMMEDIATELY      01387 17
                APPARENT, THIS CLASS PERIOD COULD BE USED TO LECTURE ON   01387 18
                THE ESSENTIAL DIFFERENCES BETWEEN NEW ENGLAND PURITANISM  01387 19
                AND THE AMERICAN ENLIGHTENMENT IN ORDER THAT STUDENTS     01387 20
                MIGHT BETTER UNDERSTAND LECTURE COULD BE PURITAN PIETY    01387 21
                VERSUS FRANKLIN≤S UTILITARIAN ETHIC AND THE RELATION OF   01387 22
                THE LATTER TO WORDLY SUCCESS,  THE NYE ESSAY SHOULD BE    01387 23
                READ BY STUDENTS LEST THEY FAIL TO PERCEIVE FRANKLIN AS   01387 24
                THE TRULY COMPLEX AND BRILLIANT MAN THAT HE WAS RATHER    01387 25
                THAN THE MORE POPULAR CONCEPTION OF HIM AS POOR RICHARD,  01387 26
*SETTING        LARGE GROUP  COLLEGE                                      01387 10
*MATERIALS      RUSSEL B, NYE, AUTOBIOGRAPHY AND OTHER WRITINGS BY        01387  5
                BENJAMIN FRANKLIN                                         01387
*LEVEL          ALL GRADES                                                01387  8
*GENERAL        ALL CANDIDATES                                            01387  7
*HOURS          CLASS PERIOD                                              01387  6
*EVALUATION     IN THEIR JOURNALS, STUDENTS SHOULD TRY TO RELATE FRANKLIN 01387 31
                TO WHAT IS LOOSELY REFERRED TO IN OUR TIME AS             01387 32
                [CONVENTIONAL[ OR [MIDDLE CLASS MORALITY[,                01387 33
*FILE           BENJAMIN FRANKLIN  PROTESTANT ETHIC  PURITANS             01387  9
```

```
*OBJECTIVES    TO POINT OUT TO THE STUDENT THE TENSION IN THE AMERICAN    01388 25
               PROTESTANT CHURCH IN THE LATE 19TH CENTURY BETWEEN IDEALS 01388 26
               OF INDIVIDUAL REGENERATION AND SOCIAL REGENERATION,        01388 27
*PREREQUISITE PREVIOUS MODULES                                           01388 28
*EXPERIENCE    ASSIGNMENT;  WILLIAM LAWRENCE, [THE RELATION OF WEALTH TO 01388 11
               MORALS[ IN MAIN PROBLEMS IN AMERICAN HISTORY EDITED BY     01388 12
               HOWARD H, QUINT, ET AL,, PP, 77=8  ANDREW CARNEGIE, [A     01388 13
               TALK TO YOUNG MEN[ FROM THE ROAD TO BUSINESS SUCCESS IN    01388 14
               MAIN PROBLEMS IN AMERICAN HISTORY, PP, 59=60  REINHOLD     01388 15
               NIEBUHR, PART I OF [PROSPERITY AND VIRTUE[, THE IRONY OF   01388 16
               AMERICAN HISTORY, PP, 46=54  WALTER RASCHENBUSCH, FROM     01388 17
               PRAYERS OF THE SOCIAL AWAKENING IN AN AMERICAN PRIMER,     01388 18
               EDITED BY DANIEL BOORSTIN, PP, 751=56,  LECTURE ON SOCIAL 01388 19
               GOSPEL MOVEMENT WHICH AROSE IN THE LATE 19TH CENTURY TO    01388 20
               COUNTER THE MORE USUAL KIND OF CONSERVATISM FOUND IN THE   01388 21
               PROTESTANT CHURCH AS EXEMPLIFIED BY SUCH MEN AS WILLIAM    01388 22
               LAWRENCE,  THE LECTURE COULD CONCLUDE WITH CONTEMPORARY    01388 23
               FORMS OF THE SOCIAL GOSPEL AS MODIFIED BY NEO=OROTHODOXY, 01388 24
*SETTING       LARGE GROUP  COLLEGE                                       01388 10
*MATERIALS     SEE ASSIGNMENT LISTED,                                     01388  5
*LEVEL         ALL GRADES                                                 01388  8
*GENERAL       ALL CANDIDATES                                             01388  7
*HOURS         CLASS PERIOD                                               01388  6
*EVALUATION    STUDENTS SHOULD ADDRESS THEMSELVES IN THEIR JOURNALS TO    01388 29
               THE PROBLEM OF INDIVIDUAL VERSUS SOCIAL SALVATION OR       01388 30
               REGENERATION,  WHICH SHOULD PRECEDE THE OTHER^  WHY^  CAN 01388 31
               ONE OF THESE FORMS OF [SALVATION[ EXCLUDE THE OTHER^       01388 32
*FILE          SOCIAL GOSPEL  PROTESTANT ETHIC  CARNEGIE RASCHENBUSCH     01388  9
```

```
*OBJECTIVES    TO INTRODUCE THE STUDENT TO A DETERMINISTIC CLUSTER OF     01389 24
               IDEAS THAT ARE STILL USED TODAY, IN ONE FORM OR ANOTHER,  01389 25
               AS ARGUMENTS SOCIAL REFORM NECESSITATED BY THE ADVANCE OF 01389 26
               TECHNOLOGY,                                                01389 27
*PREREQUISITE PREVIOUS MODULES                                           01389 28
*EXPERIENCE    ASSIGNMENT;  RICHARD HOFSTADTER, [INTRODUCTION[, SOCIAL    01389 11
               DARWINISM IN AMERICAN THOUGHT, PP, 3=12  WILLIAM GRAHAM    01389 12
               SUMNER, FROM [THE CHALLENGE OF FACTS[ IN MAIN PROBLEMS IN 01389 13
               AMERICAN HISTORY, PP, 75=7,  LECTURE;  THE LECTURE SHOULD 01389 14
               ATTEMPT TO SHOW HOW THE PROTESTANT ETHIC HAS IN THE LATTER01389 15
               DECADES OF THE 19TH CENTURY MERGED WITH CLASSICAL          01389 16
               ECONOMICS AND SOCIAL DARWINISM TO BECOME, WITH SUMNER,     01389 17
               WHAT HOFSTADTER CALLS A SECULARIZED [NATURALISTIC          01389 18
               CALVINISM[, ACCORDING TO WHICH MEN ARE CAUGHT UP IN A      01389 19

               DARWINIAN [STRUGGLE FOR EXISTENCE[ THAT INSURES PROGRESS  01389 20
               THROUGH [THE SURVIVAL OF THE FITTEST[,  THE LECTURE SHOULD01389 21
               INCLUDE A CONSIDERATION OF THE DETERMINISTIC ASPECTS OF    01389 22
               SOCIAL DARWINIAM,                                          01389 23
*SETTING       LARGE GROUP  COLLEGE                                       01389 10
*MATERIALS     SEE ASSIGNMENT,                                            01389  5
*LEVEL         ALL GRADES                                                 01389  8
*GENERAL       ALL CANDIDATES                                             01389  7
*HOURS         CLASS PERIOD                                               01389  6
*EVALUATION    IN THEIR JOURNALS, STUDENTS SHOULD ADDRESS THEMSELVES TO   01389 29
               DETERMINING WHY THE IDEOLOGY OF SOCIAL DARWINISM IS NO     01389 30
               LONGER DEFENSIBLE TODAY,                                   01389 31
*FILE          SOCIAL DARWINISM  PROTESTANT ETHIC  CLASSICAL ECONOMICS    01389  9
```

```
*OBJECTIVES     TO LET STUDENTS EXPERIENCE THROUGH THESE DOCUMENTS THE      01390 20
                DIFFERENCE BETWEEN SOCIAL DETERMINISTS, SUCH AS SUMNER,     01390 21
                WHO THOUGHT THAT SOCIETY COULD BE ALTERED ONLY AT ITS       01390 22
                PERIL AND PRAGMATISTS, SUCH AS WARD AND RIIS, WHO FELT      01390 23
                THAT THE STATE MUST BE INCREASINGLY RESPONSIVE IN THE AREA01390 24
                OF SOCIAL JUSTICE,                                          01390 25
*PREREQUISITE PREVIOUS MODULES                                              01390 26
*EXPERIENCE     ASSIGNMENT:  LESTER FRANK WARD, FROM [FALSE NOTIONS OF      01390 11
                GOVERNMENT[, IN MAIN PROBLEMS IN AMERICAN HISTORY, VOL II,01390 12
                PP, 75-77  JACOB RIIS, INTRODUCTION TO [THE BATTLE WITH     01390 13
                THE SLUMS[ IN AN AMERICAN PRIMER, EDITED BY DANIEL J,       01390 14
                BOORSTIN, PP, 665-672,  DISCUSSION:  CONTRAST LESTER WARD 01390 15
                AND JACOB RIIS TO WILLIAM GRAHAM SUMNER WITH REGARD TO THE01390 16
                THEN PREVAILING DOCTRINES OF LAISSEZ FAIRE AND SOCIAL       01390 17
                DARWINISM,  NOTICE HOW RIIS AND WARD ANTICIPATE THE         01390 18
                CONCERNS OF CONTEMPORARY SOCIAL REFORMERS,                  01390 19
*SETTING        SMALL GROUP 21-12 STUDENTS+  COLLEGE                        01390 10
*MATERIALS      SEE ASSIGNMENTS GIVEN,                                      01390  5
*LEVEL          ALL GRADES                                                  01390  8
*GENERAL        ALL CANDIDATES                                              01390  7
*HOURS          CLASS PERIOD                                                01390  6
*EVALUATION     THOUGHTFUL DISCUSSION IN JOURNALS SHOULD CONTINUE           01390 27
                EVALUATING SOCIAL DARWINISM,                                01390 28
*FILE           REFORM DARWINISM  JACOB RIIS  LESTER WARD                   01390  9
```

```
*OBJECTIVES     AFTER READING AND THEN DISCUSSING THE NOVEL, THE STUDENT   01391 19
                SHOULD BE ABLE TO PERCEIVE HOW A NOVEL, IN THIS CASE ONE   01391 20
                OSTENSIBLY ABOUT THE GAUDY 1920SS, CAN ON CLOSE            01391 21
                EXAMINATION REVEAL SOME OF THE MYTHIC PATTERNS OF THE       01391 22
                AMERICAN EXPERIENCE,                                       01391 23
*PREREQUISITE BLANK                                                        01391 24
*EXPERIENCE     ASSIGNMENT:  F, SCOTT FITZGERALD, THE GREAT GATSBY,        01391 11
                DISCUSSION:  A CRITIC, MARIUS BEWLEY, ASSERTS THAT [THE    01391 12
                GREAT GATSBY OFFERS SOME OF THE SEVEREST AND CLOSEST       01391 13
                CRITICISM OF THE AMERICAN DREAM THAT OUR LITERATURE        01391 14
                AFFORDS[,  SUBSEQUENT DISCUSSION OF THIS JUDGMENT COULD BE01391 15
                ORIENTED TOWARD ATTEMPTING TO DETERMINE HOW AN OUTSTANDING01391 16
                NOVEL, SUCH AS THE GREAT GATSBY, CAN HELP TO REVEAL THE    01391 17
                PSYCHIC LANDSCAPE OF A PEOPLE,                             01391 18
*SETTING        SMALL GROUP 21-12 STUDENTS+  COLLEGE                       01391 10
*MATERIALS      SEE ASSIGNMENT,                                            01391  5
*LEVEL          BLANK                                                      01391  8
*GENERAL        ALL CANDIDATES                                             01391  7
*HOURS          CLASS PERIOD                                               01391  6
*EVALUATION     THE JOURNAL ENTRIES SHOULD REFLECT THE STUDENTS            01391 25
                PERCEPTIONS AND ATTITUDES TOWARD THE GREAT GATSBY AS A     01391 26
                REFLECTION OF THE PSYCHIC LANDSCAPE OF A PEOPLE,  THEY     01391 27
                MIGHT ALSO COMPARE THIS TO OTHER NOVELS THEY HAVE READ,    01391 28
*FILE           F, SCOTT FITZGERALD  THE GREAT GATSBY  AMERICAN CHARACTER 01391  9
```

```
*OBJECTIVES     SEE PREVIOUS MODULE                                        01392 16
*PREREQUISITE PREVIOUS MODULE                                              01392 17
*EXPERIENCE     ASSIGNMENT:  F, SCOTT FITZGERALD, THE GREAT GATSBY,        01392 11
                DISCUSSION:  CONTINUE DISCUSSION FROM PREVIOUS CLASS       01392 12
                PERIOD,  STUDENTS MAY BRING REFLECTIONS AND COMPARISONS    01392 13
                WITH OTHER NOVELS THEY HAVE READ WHICH MIGHT ASSIST IN AN 01392 14
                ANALYSIS OF THE AMERICAN CHARACTER,                        01392 15
*SETTING        SMALL GROUP 21-12 STUDENTS+  COLLEGE                       01392 10
*HOURS          CLASS PERIOD                                               01392  6
*LEVEL          ALL GRADES                                                 01392  8
*GENERAL        ALL CANDIDATES                                             01392  7
*MATERIALS      BLANK                                                      01392  5
*EVALUATION     SEE PREVIOUS MODULE 1391,                                  01392 18
*FILE           F, SCOTT FITZGERALD  THE GREAT GATSBY  AMERICAN CHARACTER 01392  9
```

INTRODUCTION TO PART D

THE AMERICAN SENSE OF MISSION

"For we must consider that we shall be as a City upon a Hill, the eyes of all people are upon us." Thus John Winthrop told his fellow Puritans in 1630 that theirs was a grave responsibility to live in charity toward God and one another in order that the Massachusetts Bay Colony might serve as a model for the Reformation in England and on the Continents. And then, almost a century and a half later, the Declaration of Independence announced to all mankind the exhilarating message "That all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness." Thus Winthrop and Jefferson, the one asserting divine law, the other, natural law, gave expression to an American sense of mission, a sense of having been chosen to fulfill a special destiny to create a new Jerusalem, a city on a hill that would be a beacon of hope to all mankind.

American successes in the fulfillment of her best image of herself are, of course, the very stuff of our heritage and the source of hope for the future. Yet our successes have been qualified by ironic peradoxes. The ascetic indifference of the Puritan to worldly luxury would in time make him affluent and increasingly indifferent to the life of the spirit. And during the very decades of the Jacksonian era when Americans achieved "universal" manhood suffrage, hopes for the gradual abolition of slavery faded as Southerners came to regard their "peculiar institution" as a "positive Good." And having been set free by the Civil War, the Negro was ironically thrust into the social and psychological prison of Jim Crow segregation. Finally, having played a responsible role on the international scene after World War II through the Marshall plan and foreign aid to underdeveloped countries, America is now faced with the terrible irony that in Vietnam her military forces are destroying a country in order to save it from certain of its own people.

This section of humanities, then, is concerned with illuminating America's sense of mission, taking note, at the same time, of the abuses of this tradition. Perry Miller writes of the Puritan "Jeremiads" preached in the late 17th Century by ministers distraught by their conviction that God's chosen people in New England had broken their sacred covenant with Him in that the New Jerusalem was fast becoming a Babylon. But with the Declaration in 1775 comes new hope for mankind under the aegis of natural law. By the 1840's, however, America's original sense of mission is transmuted into her "manifest destiny" to occupy the entire continent even it it meant taking in a war with Mexico what is now Arizona, Nevada, California, Utah, and parts of New Mexico, Colorado and Wyoming.

The racist orientation of much of the florid rhetoric of "Manifest Destiny," reflected especially in Thomas Hart Benton's speech, was used to justify the annexation of the Phillipines Islands against the will of their people. Finally, both Martin Luther King and Reinhold Niebuhr refer to America's traditional sense of mission and the dangers inherent in the facile abuses of that tradition that may come of our enormous economic and military power. Robin Scroggs draws on the Old Testament prophets Amos, Isaiah, and Jeremiah to suggest parallels between our present situation on the international scene and that of the ancient kings of Israel who experienced defeat through their failure to understand the true meaning of God's covenant with the children of Israel.

```
*OBJECTIVES    1, TO INTRODUCE THE STUDENT TO MORE EXTENSIVE MATERIALS   01393 32
               RELEVANT TO SECTION D OF THE COURSE,  2, TO ENABLE THE    01393 33
               STUDENT TO IMPROVE HIS WRITING SKILL AND CRITICAL ABILITY,01393 34
*PREREQUISITE BLANK                                                      01393 35
*EXPERIENCE    ASSIGNMENT:  STUDENTS ARE TO PREPARE THE THIRD OF FOUR    01393 11
               BOOK REVIEWS USING ONE OF THE FOLLOWING:  1, ALBERT K,    01393 12
               WEINBERG, MANIFEST DESTINY, A STUDY OF NATIONALIST        01393 13
               EXPANSIONISM IN AMERICAN HISTORY,  2, JULIUS S, PRATT,    01393 14
               EXPANSIONISTS OF 1898+ THE ACQUISITION OF HAWAII AND THE  01393 15
               SPANISH ISLANDS,  3, GEORGE KENNAN, AMERICAN DIPLOMACY,   01393 16
               1900-1950,  4, WALTER LIPPMANN, THE PUBLIC PHILOSOPHY,    01393 17
               5, RICHARD HOFSTADTER, SOCIAL DARWINISM IN AMERICAN       01393 18
               THOUGHT,  6, HANS MORGANTHAU, IN DEFENSE OF THE NATIONAL  01393 19
               INTEREST,  7, VIETNAM: HISTORY, DOCUMENTS AND OPINIONS ON 01393 20
               A MAJOR WORLD CRISIS, EDITED BY MARVIN E, GETTLEMAN,      01393 21
               THESE BOOKS ARE TO BE REVIEWED IN ACCORDANCE WITH CRITERIA01393 22
               ESTABLISHED BY CLASS DISCUSSION TEMPERED BY THE           01393 23
               INSTRUCTOR$S CONCERN TO ESTABLISH STANDARDS OF EXCELLENCE,01393 24
               THE REVIEWS MAY BE CARRIED OUT IN TWO WAYS,  THE STUDENT  01393 25
               MAY WISH TO USE THE USUAL FORM OF BOOK REVIEWING, GIVING A01393 26
               CRITICAL ANALYSIS OF THE RELEVANCE AND EXECUTION OF THE   01393 27
               MATERIAL IN ADDITION TO RELATING THIS ANALYSIS TO PERSONAL01393 28
               EXPERIENCES AND PERCEPTIONS,  OR HE MAY EXPERIENCE MORE   01393 29
               INTELLECTUAL BENEFIT BY RECORDING HIS RESPONSES TO THE    01393 30
               BOOK IN HIS JOURNAL DURING THE COURSE OF HIS READING,     01393 31
*SETTING       BLANK  COLLEGE                                            01393 10
*MATERIALS     BLANK                                                     01393  5
*LEVEL         ALL GRADES                                                01393  8
*GENERAL       ALL CANDIDATES                                            01393  7
*HOURS         6                                                         01393  6
*EVALUATION    THE INSTRUCTOR WILL EVALUATE THESE REPORTS IN TERMS OF    01393 36
               THEIR QUALITY AS CRITICAL REVIEWS, THEIR APPLICABILITY TO 01393 37
               THE THEMES DISCUSSED IN THE COURSE TO DATE, THEIR QUALITY 01393 38
               AS APPRAISALS OF RELEVANCE RATHER THAN A (REHASH( OF THE  01393 39
               TEXT, AND THEIR ADHERENCE TO CRITERIA ESTABLISHED BY THE  01393 40
               CLASS AND THE INSTRUCTOR,                                 01393 41
*FILE          BOOK REVIEW  EXPANSIONISM  IMPERIALISM                    01393  9
```

```
*OBJECTIVES    TO ENABLE STUDENTS TO POINT TO THE ORIGINS OF AMERICA$S   01394 30
               SENSE OF DESTINY,                                         01394 31
*PREREQUISITE PREVIOUS MODULES                                           01394 32
*EXPERIENCE    ASSIGNMENT:  PERRY MILLER, (ERRAND INTO THE WILDERNESS(,  01394 11
               ERRAND INTO THE WILDERNESS, PP, 1-15,  JOHN WINTHROP, (A  01394 12
               MODEL OF CHRISTIAN CHARITY( IN AN AMERICAN PRIMER,        01394 13
               PP, 26-43 2READ LAWRENCE W, TOWNER FORWARD AND AFTERWORD+,01394 14
               LECTURE:  THE SIGNIFICANCE OF THE ARABELLA VOYAGE SHOULD  01394 15
               BE PUT INTO PERSPECTIVE WITH A BRIEF LECTURE ON THE       01394 16
               PURITAN MOVEMENT IN EARLY 17TH CENTURY ENGLAND WITH       01394 17
               PARTICULAR EMPHASIS ON CONGREGATIONALISM AND THE PURITANS$01394 18
               COVENANT THEOLOGY AS IT PERTAINED TO ONE$S RELATIONSHIP TO01394 19
               GOD, THE CHURCH AND THE STATE,  DISCUSSION:  IN CLASS     01394 20
               DISCUSSION, IF TIME PERMITS, OR IN JOURNALS, STUDENTS     01394 21
               SHOULD SHOW THEIR AWARENESS OF WINTHROP$S SENSE OF HAVING 01394 22
               BEEN COMMISSIONED BY GOD TO HELP ESTABLISH A MODEL SOCIETY01394 23
               FOR ALL REFORM CHRISTIANS TO EMULATE,  NOTING WINTHROP$S  01394 24
               CONCLUDING WARNING WITH REGARD TO THE DIRE CONSEQUENCES OF01394 25
               OF BREAKING FAITH WITH GOD, STUDENTS CAN THEN APPRECIATE  01394 26
               PERRY MILLER$S ESSAY ON THE JEREMIADS OF THE LATE 17TH    01394 27
               CENTURY THAT WERE AIMED AT RESTORING A CHOSEN PEOPLE$S    01394 28
               SENSE OF RESPONSIBILITY,                                  01394 29
*SETTING       SMALL GROUP 21-12 STUDENTS+  COLLEGE                      01394 10
*MATERIALS     BLANK                                                     01394  5
*LEVEL         ALL GRADES                                                01394  8
*GENERAL       ALL CANDIDATES                                            01394  7
*HOURS         CLASS PERIOD                                              01394  6
*EVALUATION    JOURNAL ENTRIES SHOULD REVEAL AN AWARENESS OF THE ORIGINS 01394 33
               OF AMERICA$S SENSE OF DESTINY,                            01394 34
*FILE          JOHN COTTON  PURITANS  AMERICAN SENSE OF MISSION          01394  9
```

```
*OBJECTIVES    DISCUSSION IS DESIGNED TO STIMULATE STUDENTS TO BEGIN      01395 22
               THINKING SERIOUSLY ABOUT THE WAYS IN WHICH AMERICA CAN     01395 23
               FULFILL HER RESPONSIBILITIES AT HOME AND ABROAD IN THE     01395 24
               DECADES TO COME,  WHAT SHOULD BE OUR GOAL IN FOREIGN       01395 25
               POLICY AND HOW CAN IT BEST BE CARRIED OUT,  STUDENTS       01395 26
               SHOULD LEARN TO ANTICIPATE THE LONG TERM CONSEQUENCES OF   01395 27
               OPLICY DECISIONS,                                          01395 28
*PREREQUISITE PREVIOUS MODULE                                             01395 29
*EXPERIENCE    ASSIGNMENT:  THOMAS JEFFERSON, [THE DECLARATION OF         01395 11
               INDEPENDENCE[ IN AN AMERICAN PRIMER, PP, 83-93 ZREAD       01395 12
               INTRODUCTION AND AFTERWORD BY HENRY STEELE COMMAGER*       01395 13
               HENRY STEELE COMMAGER, [OUR DECLARATION IS STILL A         01395 14
               RALLYING CRY,[ IN AMERICAN CONTROVERSY, EDITED BY PAUL K,  01395 15
               DEMPSEY AND RONALD E, MCFARLAND, PP, 21-30,  DISCUSSION:   01395 16
               DISCUSS COMMAGERSS ESSAY AS A CONTEMPORARY STATEMENT OF    01395 17
               AMERICASS SENSE OF MISSION,  THE INSTRUCTOR MAY ALSO WANT  01395 18
               TO EMPHASIZE AND DISCUSS THE SIGNIFICANCE AND ORIGIN OF    01395 19
               CERTAIN POINTS IN THE DECLARATION OF INDEPENDENCE AS THEY  01395 20
               AND REFLECT THE DOMINANT THEMES OF THIS COURSE,            01395 21
*SETTING       SMALL GROUP 21-12 STUDENTS*  COLLEGE                       01395 10
*MATERIALS     SEE ASSIGNMENT                                             01395  5
*LEVEL         ALL GRADES                                                 01395  8
*GENERAL:      ALL CANDIDATES                                             01395  7
*HOURS         CLASS PERIOD                                               01395  6
*EVALUATION    IN THEIR JOURNALS, STUDENTS SHOULD TRY TO FORMULATE LONG   01395 30
               TERM GOALS IN DOMESTIC AND FOREIGN POLICY THAT WILL TEND   01395 31
               TO FULFILL OUR BEST CONCEPTIONS OF AMERICASS SIGNIFICANCE  01395 32
               IN MODERN HISTORY,                                         01395 33
*FILE          JEFFERSON  DECLARATION OF INDEPENDENCE  HENRY STEELE       01395  5

               COMMAGER                                                   01395
```

```
*OBJECTIVES    1, TO PERCEIVE THE SIGNIFICANCE OF THE GETTYSBURG ADDRESS  01396 23
               IN VIEW OF WHAT IS HAPPENING IN AMERICA TODAY,  2, TO      01396 24
               FURTHER PERCEIVE REALITY IN A GIVEN CONTEXT,  3, TO        01396 25
               IMAGINE HOW THE PEOPLE IN 1863 MIGHT HAVE FELT ABOUT THE   01396 26
               DANGERS THEY WERE FACING,                                  01396 27
*PREREQUISITE PREVIOUS MODULES,                                           01396 28
*EXPERIENCE    ASSIGNMENT:  ABRAHAM LINCOLN, [THE GETTYSBURG ADDRESS,[ IN01396 11
               AN AMERICAN PRIMER, PP, 435-440 ZREAD FORWORD AND          01396 12
               AFTERWORD BY ALLEN NEVINS*,  WALT WHITMAN, [A PASSAGE TO   01396 13
               INDIA,[ IN VIKING LITERATURE LIBRARY, THE AMERICAN         01396 14
               ROMANTICS 1800-1860, PP, 554-564,  A DISCUSSION SHOULD     01396 15
               CENTER AROUND THE SIGNIFICANCE OF THE ADDRESS IN VIEW OF   01396 16
               WHAT IS HAPPENING IN AMERICA TODAY---ARE THERE ANY         01396 17
               SIMILARITIES AND HOW MIGHT LINCOLN HAVE RESPONDED TO THEM-01396 18
               THE STUDENTS MIGHT ALSO TRY TO IMAGINE HOW THE PEOPLE AT   01396 19
               THAT TIME FELT ABOUT THE DANGER OF THE UNITED STATES       01396 20
               SPLITTING,  WHAT RELEVANT MESSAGE MIGHT THESE TWO          01396 21
               SELECTIONS HAVE FOR US IN TODAYSS CRISIS-                  01396 22
*SETTING       SMALL GROUP 21-12 STUDENTS*  COLLEGE                       01396 10
*MATERIALS     BLANK                                                      01396  5
*LEVEL         ALL GRADES                                                 01396  8
*GENERAL:      ALL CANDIDATES                                             01396  7
*HOURS         CLASS PERIOD                                               01396  6
*EVALUATION    IN THEIR JOURNALS, THE STUDENTS MIGHT ATTEMPT TO PLACE     01396 29
               THEMSELVES IN THE AUDIENCE AT GETTYSBURG AND TRY TO        01396 30
               IMAGINE WHAT IT WAS LIKE TO BE THERE AND WHAT IMPACT       01396 31
               LINCOLNSS MESSAGE MIGHT HAVE HAD UPON THEM,                01396 32
*FILE          LINCOLN  WHITMAN  AMERICAN SENSE OF DESTINY                01396  9
```

```
*OBJECTIVES    1, TO ILLUSTRATE HOW ARTISTIC EXPRESSION REFLECTS THE      01397 19
               DOMINANT THEMES OF A SOCIETY,  2, TO EMPHASIZE THAT IN     01397 20
               ORDER TO PERCEIVE AND ANALYZE A SOCIETY ONE MUST LOOK AT   01397 21
               EVERY ASPECT OF LIFE,                                      01397 22
```

```
*PREREQUISITE PREVIOUS MODULES,                                         01397 23
*EXPERIENCE   VIEW AT INDEPENDENT STUDY CARRELS A TAPED LECTURE WITH    01397 11
              ILLUSTRATIONS OF ART, ARCHITECTURE AND PAINTING IN AMERICA01397 12
              AS THEY REFLECT THE AMERICAN SENSE OF DESTINY,  MUSIC OR  01397 13
              POETRY MIGHT ALSO BE PRESENTED AS THEY REFLECT THIS THEME,01397 14
              THE SPECIFIC MATERIALS TO BE DISCUSSED AND THE POINTS TO  01397 15
              BE MADE WILL BE DETERMINED BY THE [BRAINPOWER[ RESOURCES  01397 16
              AVAILABLE IN THE HUMANITIES AND ART DEPARTMENTS AT THE    01397 17
              UNIVERSITY PREPARING THESE PROGRAMS,                      01397 18
*SETTING      INDEPENDENT  COLLEGE                                      01397 10
*MATERIALS    INDIVIDUAL STUDY CARRELS, SLIDES, AUDIO OR VIDEO TAPES OF 01397  5
              THE PRESENTATION, CAROUSEL PROJECTORS AND RECORDERS,      01397
*LEVEL        ALL GRADES                                                01397  8
*GENERAL!     ALL CANDIDATES                                            01397  7
*HOURS        1-2                                                       01397  6
*EVALUATION   REACTION IN JOURNALS SHOULD REFLECT!  1, THE STUDENT≤S    01397 24
              PERCEPTION THAT ARTISITC EXPRESSION CAN BE UTILIZED TO    01397 25
              ANALYZE THE DOMINANT THEMES OF A SOCIETY, 2, THE STUDENT≤S01397 26
              ATTITUDES AND FEELINGS TOWARD THESE ARTISTIC EXPRESSIONS, 01397 27
*FILE         ART  AMERICAN CHARACTER  POETRY                           01397  9

*OBJECTIVES   TO DEVELOP THE STUDENT≤S SENSITIVITY TO WAYS IN WHICH A   01398 27
              NATION≤S BEST IDEALS CAN BE USED TO JUSTIFY MORALLY       01398 28

              QUESTIONABLE ENDS,  OBJECTIVE IS ALSO TO DEVELOP THE      01398 29
              STUDENT≤S ABILITY TO PERCEIVE THE TRANSMUTATION OF OLD    01398 30
              IDEAS IN NEW CONTEXTS,                                    01398 31
*PREREQUISITE PREVIOUS MODULE                                           01398 32
*EXPERIENCE   ASSIGNMENT!  RAMON EDUARDO RUIZ, [MANIFEST DESTINY AND THE01398 11
              MEXICAN WAR[ IN MAIN PROBLEMS IN AMERICAN HISTORY, VOL I, 01398 12
              PP, 341-349,  JOHN L, O≤SULLIVAN, [ANNEXATION[ IN MAIN    01398 13
              PROBLEMS IN AMERICAN HISTORY, PP, 364-68,  THOMAS HART    01398 14
              BENTON, SENATE SPEECH IN MAIN PROBLEMS IN AMERICAN        01398 15
              HISTORY, PP, 368-70,  DISCUSSION!  ATTENTION SHOULD BE    01398 16
              DIRECTED TO OBSERVING HOW LESS THAN NOBLE ENDS CAN BE     01398 17
              RATIONALIZED WITH RHETORIC THAT DRAWS ON A PEOPLE≤S MOST  01398 18
              CHERISHED TRADITIONS AND APPEALS TO THEIR MOST PROVINCIAL 01398 19
              PREJUDICES,  STUDENTS SHOULD NOTICE HOW THE AMERICAN SENSE01398 20
              OF DESTINY WAS TRANSMUTED BY SUCH MEN AS O≤SULLIVAN AND   01398 21
              BENTON INTO [MANIFEST DESTINY,[ AN EXPANSIONIST SENTIMENT 01398 22
              INFORMED BY ASSUMPTIONS OF RACIAL SUPERIORITY,            01398 23
              ALTERNATIVE!  A MEXICAN EXCHANGE STUDENT OR PROFESSOR     01398 24
              COULD BE ASKED TO PRESENT HIS PERSPECTIVE ON THE MEXICAN  01398 25
              WAR OF 1846,                                              01398 26
*SETTING      BLANK  COLLEGE                                            01398 10
*MATERIALS    SEE ASSIGNMENT                                            01398  5
*LEVEL        ALL GRADES                                                01398  8
*GENERAL!     ALL CANDIDATES                                            01398  7
*HOURS        CLASS PERIOD                                              01398  6
*EVALUATION   JOURNAL ENTRIES SHOULD REFLECT AN UNDERSTANDING OF THE    01398 33
              ISSUES RAISED IN CLASS DISCUSSION,                        01398 34
*FILE         THOMAS HART BENTON  JOHN L, O≤SULLIVAN  MANIFEST DESTINY  01398  9

*OBJECTIVES   TO GIVE STUDENTS EXPERIENCE IN THINKING OUT POSSIBLE      01399 25
              ALTERNATIVES THAT A NATION MAY HAVE IN A GIVEN SITUATION  01399 26
              ON THE INTERNATIONAL SCENE,  THE OBJECTIVE IS TO SHOW THAT01399 27
              UP TO A POINT A NATION DOES HAVE OPTIONS AND THAT SOME ARE01399 28
              BETTER THAN OTHERS AS DETERMINED BY A RATIONAL ESTIMATE OF01399 29
              LONG-TERM CONSEQUENCES,                                   01399 30
```

```
*PREREQUISITE PREVIOUS MODULE                                             01399 31
*EXPERIENCE   ASSIGNMENT!  NORMAN A, GRAEBNER, [AMERICAN IMPERIALISM[ IN01399 11
              MAIN PROBLEMS IN AMERICAN HISTORY, VOL II, PP, 123-132,     01399 12
              JOSIAH STRONG, FROM OUR COUNTRY IN MAIN PROBLEMS IN         01399 13
              AMERICAN HISTORY, VOL II PP, 132-4,  ALFRED THAYER MAHAN,   01399 14
              FROM THE INTEREST OF AMERICA IN SEA POWER IN MAIN PROBLEMS01399 15
              IN AMERICAN HISTORY, VOL II, PP, 134-6,  DISCUSSION!        01399 16
              WORKING FROM THE PERSPECTIVE OFFERED BY GRAEBNERSS ESSAY,   01399 17
              CLASS DISCUSSION SHOULD FOCUS ON HOW A NATION CAN WORK      01399 18
              ITSELF INTO A [BIND[ ON THE INTERNATIONAL SCENE AS A        01399 19
              RESULT OF MIXED MOTIVES AND ASSUMPTIONS, SUCH AS            01399 20
              HUMANITARIANISM, DARWINIAN RACISM, A SENSE OF DESTINY,      01399 21
              IDEALISM AND SELF-INTEREST,  STUDENTS MIGHT ADDRESS         01399 22
              THEMSELVES TO BUILDING A CASE EITHER FOR OR AGAINST THE     01399 23
              ANNEXATION OF THE PHILLIPINE ISLANDS,                       01399 24
*SETTING      SMALL GROUP 21-12 STUDENTS+  COLLEGE                        01399 10
*MATERIALS    SEE ASSIGNMENT                                              01399  5
*LEVEL        ALL GRADES                                                  01399  8
*GENERAL      ALL CANDIDATES                                              01399  7
*HOURS        CLASS PERIOD                                                01399  6
*EVALUATION   STUDENTS MIGHT DISCUSS IN THEIR JOURNAL THE ALTERNATIVES    01399 32
              THAT MIGHT BE OPEN TO FOREIGN POLICY MAKERS WITH REGARD TO01399 33
              SOME CURRENT INTERNATIONAL PROBLEM,                         01399 34
*FILE         JOSIAH STRONG A, T, MAHAN  IMPERIALISM  MANIFEST DESTINY    01399  9
```

```
*OBJECTIVES   1, TO BECOME AWARE OF THE RACISM IN AMERICASS BACKGROUND,  01400 22
              2, TO RELATE PAST EXPERIENCES WITH PRESENT CRISES AND       01400 23
              CONSIDER THE ALTERNATIVE POLICIES AVAILABLE GIVEN THESE     01400 24
              THEMES IN THE AMERICAN PAST,                                01400 25
*PREREQUISITE PREVIOUS MODULES,                                           01400 26
*EXPERIENCE   ASSIGNMENT!  SENATOR ALBERT J, BEVERIDGE, [THE MARCH OF     01400 11
              THE FLAG,[ IN AN AMERICAN PRIMER, PP, 644-53 2READ FORWORD01400 12
              AND AFTERWORD BY ERNEST R, MAY+  [PLATFORM OF THE AMERICAN01400 13
              ANTI-IMPERIALIST LEAGUE,[ IN AMERICAN ISSUES THE SOCIAL     01400 14
              RECORD, VOL, II, PP, 911-12,  MARK TWAIN, [FRAGMENTS FROM   01400 15
              A SUPPRESSED BOOK CALLED SGLANCES AT HISTORYS OR SOUTLINES01400 16
              OF HISTORY,S [ IN LETTERS FROM THE EARTH, PP, 96-100,       01400 17
              DISCUSSION SHOULD CENTER AROUND RACISM AND PROTESTANT       01400 18
              PROVINCIALISM IN AMERICASS PAST,  THUS AMERICANS SET OUT    01400 19
              TO UPHOLD THE WHITE MANSS BURDEN AND WATCH OUT FOR THE      01400 20
              SAVAGESS TERRITORIES,                                       01400 21
*SETTING      SMALL GROUP 21-12 STUDENTS+  COLLEGE                        01400 10
*MATERIALS    BLANK                                                       01400  5
*LEVEL        ALL GRADES                                                  01400  8
*GENERAL      ALL CANDIDATES                                              01400  7
*HOURS        CLASS PERIOD                                                01400  6
*EVALUATION   IN THEIR JOURNALS THE STUDENTS MAY ATTEMPT TO TIE PAST      01400 27
              EXPERIENCE TO PRESENT POLICIES 2E,G, VIETNAM+,              01400 28
*FILE         BEVERIDGE  TWAIN  MANIFEST DESTINY                          01400  9
```

```
*OBJECTIVES   TO INCREASE THE STUDENTSS SENSITIVITY TO THE GREAT DANGERS01401 21
              INHERENT IN A NATIONSS POSSESSION OF DISPROPORTIONATE       01401 22
              ECONOMIC AND MILITARY POWER AND TO STIMULATE FURTHER        01401 23
              THINKING ABOUT AMERICAN RESPONSIBILITIES IN THE FUTURE,     01401 24
*PREREQUISITE PREVIOUS MODULE                                             01401 25
*EXPERIENCE   ASSIGNMENT!  MARTIN LUTHER KING, [ADDRESS[ BY MARTIN        01401 11
              LUTHER KING ON MARCH 25, 1967 AT A PEACE RALLY IN CHICAGO   01401 12
              REINHOLD NIEBUHR, [THE AMERICAN FUTURE,[ THE IRONY OF       01401 13
              AMERICAN HISTORY, PP, 130-50,  2SCHRIBNER PAPERBACK+        01401 14
              DISCUSSION!  DISCUSSION COULD FOCUS ON KINGSS SPEECH AS AN01401 15
              EXPRESSION OF CONCERN OVER THE ABUSES OF AMERICASS SENSE    01401 16
              OF MISSION AS WELL AS A CALL FOR ITS REGENERATION,  RELATE01401 17
              HIS COMMENTS ON THE ARROGANCE AND ABUSES OF POWER TO        01401 18
              NIEBUHRSS CALL FOR AMERICAN HUMILITY IN THE HANDLING OF     01401 19
              HER ENORMOUS POWER ON THE INTERNATIONAL SCENE,              01401 20
*SETTING      SMALL GROUP 21-12 STUDENTS+  COLLEGE                        01401 10
*MATERIALS    SEE ASSIGNMENT                                              01401  5
```

```
*LEVEL          ALL GRADES                                               01401  8
*GENERAL        ALL CANDIDATES                                           01401  7
*HOURS          CLASS PERIOD                                             01401  6
*EVALUATION     IN THEIR JOURNALS STUDENTS MIGHT RELATE NIEBUHRSS IDEAS TO01401 26
                CURRENT PROBLEMS IN FOREIGN POLICY,                      01401 27
*FILE           MARTIN LUTHER KING REINHOLD NIEBUHR  VIETNAM  AMERICAN   01401  9
                SENSE OF DESTINY                                         01401
```

```
*OBJECTIVES     TO STIMULATE STUDENT THINKING ON THE PERRENNIAL PROBLEM OF01402 21
                HOW POWER CAN BE CONTROLLED AND USED CREATIVELY RATHER   01402 22
                THAN FOR PREDATORY OR CONFUSED ENDS,                     01402 23
*PREREQUISITE   PREVIOUS MODULES                                         01402 24
*EXPERIENCE     ASSIGNMENT!  ROBIN J. SCROGGS, [THE HUMANISTIC PURSUIT OF 01402 11
                VALUES,[ DARTHMOUTH ALUMNI MAGAZINE, MAY 1967  DISCUSSION! 01402 12
                THE MAJOR ISSUES RAISED IN THE PREVIOUS CLASS DISCUSSION 01402 13
                ON KING AND NIEBUHR CAN NOW BE PLACED IN BIBLICAL        01402 14
                PERSPECTIVE WITH SCROGGSS POINTING TO PARALLELS BETWEEN  01402 15
                THE PRESENT AND THE ANCIENT WORLD OF AMOS, ISIAH, AND    01402 16
                JEREMIAH WITH REGARD TO THE TEMPTATIONS OF POWER,        01402 17
                ALTERNATIVE TO CLASS DISCUSSION!  LOCAL CLERGY AND       01402 18
                THEOLOGIANS COULD BE ASKED TO HOLD A PANEL DISCUSSION ON 01402 19
                THE ISSUES THAT EMERGE FROM THE SCROGGSS ESSAY,          01402 20
*SETTING        LARGE GROUP  SMALL GROUP [1-12 STUDENTS+  COLLEGE        01402 10
*MATERIALS      BLANK                                                    01402  5
*LEVEL          ALL GRADES                                               01402  8
*GENERAL        ALL CANDIDATES                                           01402  7
*HOURS          CLASS PERIOD                                             01402  6
*EVALUATION     STUDENT JOURNALS SHOULD REFLECT UNDERSTANDING OF HOW THE 01402 25
                GREAT PROPHETS OF THE JUDAEO-CHRISTIAN TRADITION ARE STILL01402 26
                RELEVANT, EVEN CRUCIAL, IN ENABLING US TO PERCEIVE THE   01402 27
                REALITY OF OUR PRESENT INTERNATIONAL SITUATION,          01402 28
*FILE           OLD TESTAMENT PROPHETS  MARTIN LUTHER KING  REINHOLD     01402  9
                NIEBUHR                                                  01402
```

```
*OBJECTIVES     TO DEMONSTRATE THE TENACITY OF THE AMERICAN SENSE OF     01403 24
                MISSION AND TO SUGGEST WHAT THE AMERICAN DREAM OUGHT TO  01403 25
                BE,                                                      01403 26
*PREREQUISITE   PREVIOUS MODULES                                         01403 27
*EXPERIENCE     PROGRAM FOR CLASS PERIOD  LISTEN TO RECORDINGS OF THE    01403 11
                FOLLOWIND!  JOHN KENNEDY [INAUGURAL ADDRESS[  MARTIN     01403 12
                LUTHER KING, [I HAVE A DREAM[  JOAN BAEZ, [WE SHALL      01403 13
                OVERCOME[  [THE STAR-SPANGLED BANNER[ -- VERSES 1 - 2    01403 14
                [AMERICA THE BEAUTIFUL[  STUDENTS WILL, OF COURSE,       01403 15
                PERCEIVE KENNEDYSS SPEECH BOTH AS AN EXPRESSION OF       01403 16
                AMERICAN DESTINY AND OF HIS CONCERN TO DISCOVER WAYS OF  01403 17
                USING POWER RESPONSIBLY,  KINGSS POETIC SPEECH IS PERHAPS 01403 18
                OUR FINEST EXPRESSION OF WHAT THE AMERICAN DREAM REALLY IS01403 19
                AND OUGHT TO BE,  FINALLY, STUDENTS COULD CONSIDER WHETHER01403 20
                THE [STAR-SPANGLED BANNER[ OR [AMERICA THE BEAUTIFUL[ BEST01403 21
                REPRESENTS THE SPIRIT OF THE KIND OF COUNTRY THEY WISH   01403 22
                AMERICA TO BE,                                           01403 23
*SETTING        LARGE GROUP  COLLEGE                                     01403 10
*MATERIALS      BLANK                                                    01403  5
*LEVEL          ALL GRADES                                               01403  8
*GENERAL        ALL CANDIDATES                                           01403  7
*HOURS          CLASS PERIOD                                             01403  6
*EVALUATION     IN THEIR JOURNALS STUDENTS SHOULD ATTEMPT TO FORMULATE   01403 28
                THEIR VERSION OF THE AMERICAN DREAM, AVOIDING ALL THE    01403 29
                WHILE THE PITFALL OF SENTIMENTALITY,                     01403 30
*FILE           KENNEDY INAUGURAL  MARTIN LUTHER KING  AMERICAN DREAM    01403  9
```

INTRODUCTION TO PART E

THE CONTINUATION OF THE AMERICAN QUEST

Having thus far attempted to apprehend the essence of American Civilization by examining various facets of the American experience, that is, the quest for ways of fulfilling the American dream in its myriad forms, we turn now to speculations about the future.

In this future, about which we now speculate, it may well be observed by historians that the 1960's marked the real beginning of general awareness that America had entered a period of crisis, the outcome of which is presently ar from clear. Moreover, it may be observed that America was the crucible for the working out of problems which ultimately were to engulf the whole of Western Civilization and later the "Third World" as well. In a word, the 1960's may well be regarded as the period in which Americans realized that change and flux rather then stability in all realms of life seemed closer to being a description of the normative reality of human existence than were traditional models of reality therefore concerned to provide the student the stimulus to begin thinking about the future, the shape of which will be determined by the extent to which men grow to a new level of consciousness, to a more vital sense of responsibility for creating a truly human community dedicated to enabling each person to develop his human potential to the fullest.

The United Nation's Declaration of Human Rights points to the possibility of this community. Kenneth Boulding suggests that we are presently undergoing the throes of transition from Civilization to Post-Civilization, a period of human history in which the United Nations Declaration could be realized if the dangers of the present phase of economics and of Marxism alike for their adherence to economic determinism offers the refreshing view that man is primarily a social rather than an economic being, whose economic needs could be met without liberal capitalism's dependence on the fear of hunger or the lure of profits and without Soviet Communism's reliance on totalitarian coercion. Michael Crozier, a sympathetic observer of the American scene, tries to explain the growing unrest of young people and the disposed in America in terms of their fear of and frequent inability to cope with the demands of an increasingly "rational" society. Marshall McLuhan describes the development of an entirely new state of consciousness as a result of new forms of mass media. And Richard Shaull, a Princeton theologian, points to the emergence of a new state of social consciousness among young people, as well as the peoples of the Third World, who condition fails to improve under comtemporary forms of colonialism.

F. C. Happold outlines the reasons for contemporary man's spiritual crisis, his dark night of the soul, which, Happold suggests, amy be the prelude to new and more relevant modes of spiritual consciousness. With Joseph Fletcher, we turn to an attempt to salvage ethics amid a growing awareness of the prevalence of moral relativism withits attendant dangers of antinomian irresponsibility. Both Fletcher, and de Chardin on another level, point to the centrality of love in human existence, while Harvey Cox deftly treats the abuses of Eros in American culture. Martin Luther King describes the role of love or "agape" in the realm of social action, pointing to its centrality in his theory of social reform through non-violent resistance to injustice.

Finally, Henry Steele Commager and David Reisman, each in their own way, remind us that creativity best flourishes under conditions of political and psychological freedom, thus echoing de Toqueville's warning that an "equality of condition" by no means guarantees intellectual freedom, without which there can be no lasting or meaningful human progress.

Since most of the essays described above are speculative and therefore controversial, the emphasis in this section of humanities should fall more on dialogue than on the transmission of knowledge, as such. Whenever possible, then, class periods should be given over to question and response sessions between guest lecturers and students or to panel discussions carried out by guests expert in their respective areas of knowledge and by students particularly interested in the issues at hand.

```
*OBJECTIVES     1. TO IMPROVE STUDENT≤S WRITING SKILL + CRITICAL ABILITY, 01404 36
                2, TO INTRODUCE THE STUDENT TO ADDITIONAL MATERIALS WHICH 01404 37
                DISCUSS IDEAS RELEVANT TO SECTION + AMERICA≤S FUTURE,     01404 38
*PREREQUISITE PREVIOUS MODULES                                          01404 39
*EXPERIENCE     BOOKS FOR THE FOURTH OF FOUR BOOK REVIEWS,  1, NORMAN O,  01404 11
                BROWN, LOVE≤S BODY  2, NORMAN O, BROWN, LIFE AGAINST      01404 12
                DEATH  3, HERBERT MARCUSE, EROS AND CIVILIZATION          01404 13
                4, CHARLES L, SANBORN, THE QUEST FOR PARADISE  5, LEO     01404 14
                MARX, THE MACHINE IN THE GARDEN  6, ENRICH FROMM, THE ART 01404 15
                OF LOVING  7, JOHN MACQUARRIE, TWENTIETH CENTURY RELIGIOUS01404 16
                THOUGHT  8, HARVEY COX, THE SECULAR CITY  9, FOUR         01404 17
                EXISTENTIALIST THEOLOGIANS; A READER FROM THE WORKS OF    01404 18
                JACQUES MARITAIN, NICOLAS BERDYAEV, MARTIN BUBER AND PAUL 01404 19
                TILLICH, EDITED BY WILL HERBERG,  10, ALAN W, WATTS, THIS 01404 20
                IS IT AND OTHER ESSAYS  11, HERBERT FINGARETTE, THE SELF  01404 21
                IN TRANSFORMATION PSYCHOANALYSIS, PHILOSOPHY AND THE LIFE 01404 22
                OF THE SPIRIT  12, ABRAHAM KAPLAN, THE WORLD OF PHILOSOPHY01404 23
                13, FLOYD W, MATSON, THE BROKEN IMAGE MAN, SCIENCE AND    01404 24
                SOCIETY  14, JOSEPH WOOD KRUTCH, THE MEASURE OF MAN ON    01404 25
                FREEDOM, SURVIVAL, AND THE MODERN TEMPER  15, THE NEW     01404 26
                RADICALS+ A REPORT WITH DOCUMENTS BY PAUL JACOBS AND SAUL 01404 27
                LANDAU ≥VINTAGE*  16, CLINTON ROSSITER, CONSERVATISM IN   01404 28
                AMERICA THE THANKLESS PERSUASION  17, JOHN BROOKS, THE    01404 29
                GREAT LEAP THE PAST TWENTY-FIVE YEARS IN AMERICA          01404 30
                18, STOKLEY CARMICHAEL AND CHARLES V, HAMILTON, BLACK     01404 31
                POWER; THE POLITICS OF LIBERATION IN AMERICA,             01404 32
                19, MARSHALL MCLUHAN, UNDERSTANDING MEDIA  20, BISHOP     01404 33
                ROBINSON, HONEST TO GOD  21, TOWARD A NEW CHRISTIANITY,   01404 34
                EDITED BY THOMAS J, J, ALTIZER                            01404 35
*SETTING        INDEPENDENT  SMALL GROUP ≥1-12 STUDENTS*  BLANK           01404 10
*MATERIALS      REVIEWS SHOULD BE PREPARED IN ACCORDANCE WITH THE CRITERIA01404  5
                ESTABLISHED IN MODULES 1376, 1382 + 1394,                 01404
*LEVEL          ALL GRADES                                                01404  8
*GENERAL        ALL CANDIDATES                                            01404  7
*HOURS          8                                                         01404  6
*EVALUATION     THE INSTRUCTOR WILL EVALUATE THESE REPORTS IN TERMS OF    01404 40
                THEIR QUALITY AS A CRITICAL REVIEW, THEIR APPLICABILITY TO01404 41
                THE THEMES DISCUSSED, THEIR QUALITY AS APPRAISALS OF      01404 42
                RELEVANCE RATHER THAN A [REHASH[ OF MATERIALS GIVEN, AND  01404 43
                THEIR ADHERENCE TO CRITERIA ESTABLISHED BY THE CLASS AND  01404 44
                THE INSTRUCTOR,                                           01404 45
*FILE           BOOK REVIEW ASSIGNMENT  AMERICAN FUTURE                   01404  9
```

```
*OBJECTIVES     TO INTORDUCE THE STUDENT TO THE THESIS THAT WAR IS NOT    01405 24
                INEVITABLE, THAT MAN IS FREE TO CHOOSE NOT TO DESTROY     01405 25
                HIMSELF IN SOME HOLOCAUST OF THE FUTURE, AND THAT THERE   01405 26
                ARE ALTERNATIVES TO THE WAY NATIONS PRESENTLY RELATE TO   01405 27
                ONE ANOTHER,                                              01405 28
*PREREQUISITE PREVIOUS MODULES                                          01405 29
*EXPERIENCE     ASSIGNMENT;  UNITED NATIONS GENERAL ASSEMBLY, [A UNIVERSAL01405 11
                DECLARATION OF HUMAN RIGHTS[  KENNETH E, BOULDING, [THE   01405 12
                GREAT TRANSITION[ AND [THE WAR TRAP,[ THE MEANING OF THE  01405 13
                20TH CENTURY,  GUEST LECTURE  A CULTURAL ANTHROPOLOGIST,  01405 14
                ASHLEY MONTAGU FOR EXAMPLE, COULD LECTURE ON THE THESIS   01405 15
                THAT HUMAN BEINGS ARE NOT INEXORABLY BOUND TO AGRESSIVE   01405 16
                PATTERNS OF BEHAVIOR AND THAT AGRESSIVENESS PATTERNS OF   01405 17
                BEHAVIOR AND THAT AGRESSIVENESS IS BY NO MEANS UNIVERSAL  01405 18
                IN ALL THE CULTURES KNOWN TO ANTHROPOLOGISTS,  ALTERNATIVE01405 19
                GUEST LECTURE  KENNETH BOULDING, OR SOMEONE COMPARABLE,   01405 20
                COULD BE INVITED TO ELABORATE ON POINTS MADE IN [THE WAR  01405 21
                TRAP[ WITH PARTICUALR REFERENCE TO CURRENT AMERICAN       01405 22
                POLICY,                                                   01405 23
*SETTING        LARGE  COLLEGE                                            01405 10
*MATERIALS      BLANK                                                     01405  5
*LEVEL          ALL GRADES                                                01405  8
```

```
*GENERAL!      ALL CANDIDATES                                           01405  7
*HOURS         1                                                        01405  6
*EVALUATION    THOUGHTFUL DISCUSSION IN JOURNAL!                        01405 30
*FILE          UNITED NATIONS  AMERICAN FUTURE  BOULDING                01405  9
```

```
*OBJECTIVES    TO INTRODUCE STUDENTS TO THE THESIS THAT MAN≤S ECONOMIC  01406 22
               BEHAVIOR CAN AND DOES CHANGE AND THAT HE ACTUALLY CAN    01406 23
               EXERCISE CONTROL OVER WHAT 19TH CENTURY THEORISTS REGARDED01406 24
               AS AN AUTONOMOUS MARKET SYSTEM GOVERNED BY INEXORABLE    01406 25
               ECONOMIC LAWS,                                           01406 26
*PREREQUISITE  PREVIOUS MODULES                                         01406 27
*EXPERIENCE    ASSIGNMENT!  KARL POLANYI, [OUR OBSOLETE MARKET ECONOMY,[ 01406 11
               COMMENTARY, VOL 3, NO, 2 ≥FEB, 1947+, 109-166,  ≥ALSO    01406 12
               FOUND IN MAN IN CONTEMPORARY SOCIETY, VOL II, PREPARED BY 01406 13
               THE CONTEMPORARY CIVILIZATION STAFF OF COLUMBIA          01406 14
               UNIVERSITY,  GUEST LECTURE!  IT IS SUGGESTED THAT H, SCOTT01406 15
               COOK, AN ANTHROPOLOGIST AT MICHIGAN STATE UNIVERSITY AND 01406 16
               AN EXPERT ON POLANYI, BE INVITED TO ADDRESS STUDENTS ON  01406 17
               THE STRENGTHS AND WEAKNESSES OF POLANYI≤S THESIS AND ON  01406 18
               POLANYI≤S MAIN ASSERTION THAT MAN IS A SOCIAL BEING RATHER01406 19
               THAN AN ECONOMIC BEING WHOSE LIFE HAS TO BE DETERMINED BY 01406 20
               ECONOMIC FORCES,                                         01406 21
*SETTING       SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                     01406 10
*MATERIALS     BLANK                                                    01406  5
*LEVEL         ALL GRADES                                               01406  8
*GENERAL!      ALL CANDIDATES                                           01406  7
*HOURS         CLASS PERIOD                                             01406  6
*EVALUATION    IN THEIR JOURNALS, THE STUDENTS MIGHT REACT TO POLANYI≤S 01406 28
               THESIS AND FIND SUPPORT FOR THIS THESIS IN THEIR PERSONAL 01406 29
               EXPERIENCES AND OBSERVATIONS OF AMERICAN SOCIETY,        01406 30
*FILE          KARL POLANYI  ECONOMIC HISTORY  AUTONOMOUS MARKET        01406  9
```

```
*OBJECTIVES    TO STIMULATE THE STUDENT TO SERIOUS THINKING ABOUT THE   01407 22
               EFFECT THE COMMUNICATIONS REVOLUTION MAY HAVE ON OUR     01407 23
               SOCIETY IN THE IMMEDIATE AND LONG-TERM FUTURE,           01407 24
*PREREQUISITE  PREVIOUS MODULES                                         01407 25
*EXPERIENCE    MICHEL CROZIER, [THE LONELY FRONTIER OF REASON,[ THE     01407 11
               NATION, MAY 27, 1968 MARSHALL MCLUHAN, [THE MEDIUM IS THE 01407 12
               MESSAGE,[ IN MODERN CULTURE AND THE ARTS, EDITED BY JAMES 01407 13
               B, HALL AND BARRY ULANOV, PP, 415-429 ≥ALSO IN           01407 14
               UNDERSTANDING MEDIA+  DISCUSSION!  DISCUSSION SHOULD FOCUS01407 15
               ON THE POSSIBLE RELATIONSHIP BETWEEN THE SOCIAL PHENOMENA 01407 16
               DESCRIBED BY CROZIER, THAT IS, THE GROWING TENDENCY OF   01407 17
               YOUNG PEOPLE TO [COP OUT[ AND MCLUHAN≤S THESIS THAT A    01407 18
               REVOLUTION IN COMMUNICATIONS THREATENS TO CHANGE RADICALLY01407 19
               THOSE CONTEMPORARY SOCIETIES COMMITTED TO PERFORMANCE    01407 20
               BASED ON HIGH LEVELS OF LITERACY,                        01407 21
*SETTING       SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                     01407 10
*MATERIALS     BLANK                                                    01407  5
*LEVEL         ALL GRADES                                               01407  8
*GENERAL!      ALL CANDIDATES                                           01407  7
*HOURS         CLASS PERIOD                                             01407  6
*EVALUATION    THOUGHTFUL DISCUSSION IN JOURNALS                        01407 36
*FILE          MCLUHAN  COMMUNICATIONS  SOCIAL CHANGE                   01407  9
```

```
*OBJECTIVES    TO GET STUDENTS TO CONSIDERING THE ALTERNATIVES OPEN TO  01408 30
               AMERICAN FOREIGN POLICY MAKERS IN THE IMMEDIATE FUTURE,  01408 31
*PREREQUISITE  PREVIOUS MODULES                                         01408 32
*EXPERIENCE    ASSIGNMENT!  RICHARD SHAULL, [THE SEARCH FOR A NEW STYLE 01408 11
               OF LIFE,[ CONTAINMENT AND CHANGE!  TWO DISSENTING VIEW OF 01408 12
               AMERICAN FOREIGN POLICY BY CARL OGLESBY AND RICHARD      01408 13
               SHAULL, PP, 184-198  PANEL DISCUSSION!  A PANEL CONSISTING01408 14
               OF STUDENTS, POLITICAL SCIENTISTS, AND LOCAL CLERGY OR   01408 15
```

```
                RESIDENT THEOLOGIANS COULD ADDRESS ITSELF TO THE           01408 16
                CONTEMPORARY EMERGENCE OF REVOLUTIONARY CONSCIOUSNESS,     01408 17
                ESPECIALLY IN UNDERDEVELOPED NATIONS,  MORE SPECIFICLY, IT01408 18
                COULD DEAL WITH REVOLUTION FROM A THEOLOGICAL PERSPECTIVE,01408 19
                KEEPING ALWAYS IN MIND THE TERRIBLE IRONY IMPLICIT IN      01408 20
                VIOLENT REVOLUTION INSOFAR AS SUCH SITUATIONS CALL UPON    01408 21
                MEN OF GOOD WILL TO ACHIEVE NOBLE ENDS WITH MEANS THAT     01408 22
                VIOLATE OUR MOST CHERISHED HUMAN VALUES,  THE PANEL COULD  01408 23
                FURTHER CONSIDER HOW AMERICAN FOREIGN POLICY CAN BEST BE   01408 24
                SHAPED TO DEAL CREATIVELY WITH THE REVOLUTIONARY MOVEMENTS01408 25
                THAT ARE LIKELY TO EMERGE IN THE DECADES TO COME,  WHAT    01408 26
                CAN AMERICA DO TO PROMOTE SOCIAL JUSTICE IN LATIN AMERICAN01408 27
                COUNTRIES IN ORDER TO STAVE OFF VIOLENT REVOLUTION AND TO  01408 28
                ENHANCE THE LIVES OF PEOPLES IN UNDERDEVELOPED NATIONS,    01408 29
*SETTING        LARGE GROUP  COLLEGE                                       01408 10
*MATERIALS      BLANK                                                      01408  5
*LEVEL          ALL GRADES                                                 01408  8
*GENERAL        ALL CANDIDATES                                             01408  7
*HOURS          CLASS PERIOD                                               01408  6
*EVALUATION     JOURNALS                                                   01408 33
*FILE           REVOLUTION  FOREIGN POLICY                                 01408  9
*OBJECTIVES     TO PROVIDE THE STUDENT WITH A BETTER UNDERSTANDING OF      01409 20
                HIMSELF THROUGH A DIALOGUE THAT ENCOURAGES HIM TO DEFINE   01409 21
                HIS PERCEPTION OF THE CONTEMPORARY SPIRITUAL CRISIS AND    01409 22
                HOW HE CAN BEST COPE WITH IT,                              01409 23
*PREREQUISITE PREVIOUS MODULES                                             01409 24
*EXPERIENCE     ASSIGNMENT;  F, C, HAPPOLD, [THE SPIRITUAL CRISIS OF       01409 11
                TWENTIETH CENTURY MAN,[ RELIGIOUS FAITH AND TWENTIETH      01409 12
                CENTURY MAN, PP, 21-32  PIERRE TEILHARD DE CHARDIN, [LOVE 01409 13
                AS ENERGY,[ FROM THE PHENOMENON OF MAN IN THE HUMAN        01409 14
                DIALOGUE, EDITED BY FLOYD MATSON AND ASHLEY MONTAGU,       01409 15
                PP, 154-157,  GROUP DISCUSSION;  THE STUDENTS AND LOCAL    01409 16
                CLERGYMEN INVITED TO PARTICIPATE IN THE CLASS SESSION      01409 17
                SHOULD ATTEMPT A DIALOGUE CENTERING ON THE STUDENT≤S       01409 18
                CONCEPTION OF THE CONTEMPORARY SPIRITUAL CRISIS,           01409 19
*SETTING        SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                       01409 10
*MATERIALS      BLANK                                                      01409  5
*LEVEL          ALL GRADES                                                 01409  8
*GENERAL        ALL CANDIDATES                                             01409  7
*HOURS          CLASS PERIOD                                               01409  6
*EVALUATION     JOURNAL SHOULD REFLECT A GRASP OF THE ISSUES BEING         01409 25
                DISCUSSED AND AN ATTEMPT TO COPE WITH THEM,                01409 26

*OBJECTIVES     TO GIVE STUDENTS INSIGHT INTO THE COMPLEXITY OF MOST MORAL01410 18
                PROBLEMS AND TO GIVE HIM A TENTITIVE METHOD OF WORKING OUT01410 19
                DIFFICULT MORAL DECISIONS,                                 01410 20
*PREREQUISITE PREVIOUS MODULES                                             01410 21
*EXPERIENCE     ASSIGNMENT;  JOSEPH FLETCHER, [LOVE IS THE ONLY NORM,[     01410 11
                SITUATION ETHICS; THE NEW MORALITY  REUEL L, HOWE, FROM    01410 12
                THE MIRACLE OF DIALOGUE IN THE HUMAN DIALOGUE, EDITED BY   01410 13
                FLOYD W, MATSON AND ASHLEY MONTAGU, PP, 148-153,           01410 14
                DISCUSSION;  USE FLETCHER≤S ESSAY AS THE BASIS FOR         01410 15
                DISCUSSION OF HOW SITUATION ETHICS WOULD HANDLE MORAL      01410 16
                PROBLEMS SUGGESTED BY THE CLASS,                           01410 17
*SETTING        SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                       01410 10
*MATERIALS      BLANK                                                      01410  5
*LEVEL          ALL GRADES                                                 01410  8
*GENERAL        ALL CANDIDATES                                             01410  7
*HOURS          CLASS PERIOD                                               01410  6
*EVALUATION     IN JOURNALS STUDENTS CAN TEST SITUATION ETHICS WITH A      01410 22
                PARTICULARLY DIFFICULT HYPOTHETICAL CASE,                  01410 23
*FILE           SITUATION ETHICS  JOSEPH FLETCHER  MORAL PROBLEMS          01410  9
```

```
*OBJECTIVES     1, GREATER SELF-UNDERSTANDING ON BOTH SIDES OF THE ISSUE, 01411 16
                2, ENHANCE EMOTIONAL MATURITY WITH REGARD TO SUBTLE ISSUES01411 17
                OF SEX, SEXUALITY AND MORALITY,                           01411 18
*PREREQUISITE PREVIOUS MODULES                                            01411 19
*EXPERIENCE     ASSIGNMENT+ HARVEY COX, (SEX AND SECULARIZATION,( THE     01411 11
                SECULAR CITY  DISCUSSION; CLASS DISCUSSION COULD TAKE THE01411 12
                FORM OF A DIALOGUE BETWEEN ADHERENTS OF THE PLAYBOY       01411 13
                PHILOSOPHY AND THOSE WHO SEE THE PLAYBOY POSITION, AS DOES01411 14
                COX, AS ESSENTIALLY ANTI-SEXUAL,                          01411 15
*SETTING        SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                      01411 10
*MATERIALS      BLANK                                                     01411  5
*LEVEL          ALL GRADES                                                01411  8
*GENERAL        ALL CANDIDATES                                            01411  7
*HOURS          CLASS PERIOD                                              01411  6
*EVALUATION     JOURNAL ENTRIES SHOULD REFLECT A SEARCHING ANALYSIS OF THE01411 20
                ISSUES PRESENTED IN CLASS,  THE STUDENTS MAY FIND THAT COX01411 21
                ESSAY IS NOT A FAIR ANALYSIS OR THAT THE PLAYBOY ETHIC    01411 22
                DOES NOT CONSIDER THE ESSENTIAL SPIRIT OF THE TIMES,  IN  01411 23
                EITHER CASE, THE STUDENTS SHOULD REACT FROM PERSONAL      01411 24
                EXPERIENCES AND OBSERVATIONS IN ANALYZING THE ISSUES,     01411 25
*FILE           HARVEY COX  SEX AND AMERICAN SOCIETY  PLAYBOY PHILOSOPHY  01411  9
```

```
*OBJECTIVES     TO ENABLE STUDENTS TO ANTICIPATE THEIR FUTURE ROLES AS    01412 21
                EDUCATORS AMID THE FERMENT OF SOCIAL CHANGE IN THE CITIES,01412 22
*PREREQUISITE PREVIOUS MODULES                                            01412 23
*EXPERIENCE     MARTIN LUTHER KING, (PILGRIMAGE TO NONVIOLENCE,( IN       01412 11
                NONVIOLENCE IN AMERICA;  A DOCUMENTARY HISTORY, EDITED BY 01412 12
                STAUGHTON LYND,  GUEST LECTURE;  AN OFFICIAL OF S,C,L,C,  01412 13
                COULD BE INVITED TO LECTURE AND THEN ANSWER STUDENT       01412 14
                QUESTIONS ON THE ON-GOING VIABILITY OF KING≤S PHILOSOPHY  01412 15
                OF DYNAMIC SOCIAL CHANGE THROUGH NONVIOLENT RESISTENCE TO 01412 16
                SOCIAL INJUSTICE,  IT IS ANTICIPATED THAT MUCH OF THE     01412 17
                DISCUSSION WILL CENTER ON THE EXTENT TO WHICH THE BLACK   01412 18
                POWER MOVEMENT HAS ABSORBED OR REJECTED KING≤S SOCIAL     01412 19
                PHILOSOPHY,                                               01412 20
*SETTING        LARGE GROUP  COLLEGE                                      01412 10
*MATERIALS      BLANK                                                     01412  5
*LEVEL          ALL GRADES                                                01412  8
*GENERAL        ALL CANDIDATES                                            01412  7
*HOURS          CLASS PERIOD                                              01412  6
*EVALUATION     JOURNALS SHOULD REFLECT A SOPHISTICATED ABILITY TO ANALYZE01412 24
                THE ISSUES, GENERATE ALTERNATIVE RESPONSES TO THESE ISSUES01412 25
                AND PROPOSE SOME POSITIVE ACTIONS THAT MIGHT BE TAKEN TO  01412 26
                COPE WITH THESE ISSUES,                                   01412 27
*FILE           MARTIN LUTHER KING  NONVIOLENCE  CIVIL RIGHTS             01412  9
```

```
*OBJECTIVES     TO ENABLE THE STUDENT TO PERCEIVE THE VITAL RELATIONSHIP  01413 18
                BETWEEN CIVIL LIBERTIES AND A HEALTHY DEMOCRATIC SOCIETY  01413 19
                CAPABLE OF RESPONDING FLEXIBLY AND CREATIVELY TO THE      01413 20
                NECESSITY OF ADAPTING TO NEW SOCIAL CONDITIONS,           01413 21
*PREREQUISITE PREVIOUS MODULES                                            01413 22
*EXPERIENCE     ASSIGNMENT;  HENRY STEELE COMMAGER, (WHO IS LOYAL TO      01413 11
                AMERICA,( IN LIVING IDEAS IN AMERICA, EDITED BY HENRY     01413 12
               STEELE COMMAGER, PP, 410=417,  GUEST LECTURE!  INVITE A     01413 13
               MEMBER OR OFFICIAL OF THE AMERICAN CIVIL LIBERTIES UNION    01413 14
               ≥ACLU♦ TO LECTURE OF WHY IT IS NECESSARY TO GUARD AGAINST  01413 15
               EROSION OF OUR CIVIL LIBERTIES AND ON THE TACTICS AND       01413 16
               MOTIVES OF THOSE WHO WOULD RESTRICT THEM,                   01413 17
*SETTING       SMALL GROUP ≥1=12 STUDENTS♦  COLLEGE                        01413 10
*MATERIALS     BLANK                                                       01413  5
*LEVEL         ALL GRADES                                                  01413  8
*GENERAL       ALL CANDIDATES                                              01413  7
*HOURS         CLASS PERIOD                                                01413  6
*EVALUATION    JOURNAL ENTRIES SHOULD REFLECT A SOPHISTICATED ABILITY TO  01413 23
               ANALYZE THE ISSUES, GENERATE ALTERNATIVE RESPONSES TO       01413 24
               THESE ISSUES AND PROPOSE SOME POSITIVE ACTIONS THAT MIGHT  01413 25
               BE TAKEN TO COPE WITH THESE ISSUES,                         01413 26
*FILE          COMMAGER  CIVIL LIBERTIES  SOCIAL CHANGE                    01413  9
*OBJECTIVES    TO STIMULATE THE STUDENT TO CONSIDERING THE POSSIBILITIES  01414 22
               OF AUTONOMY IN THE CONTEXT OF WHAT REISMAN CALLS AN         01414 23
               [OTHER=DIRECTED[ SOCIETY,                                   01414 24
*PREREQUISITE PREVIOUS MODULES                                             01414 25
*EXPERIENCE    ASSIGNMENT!  DAVID REISMAN, [THE SAVING REMNANT,[ IN THE    01414 11
               CHARACTER OF AMERICANS, EDITED BY MICHAEL MCGIFFERT,        01414 12
               PANEL DISCUSSION!  A PANEL COMPOSED OF PSYCHOLOGISTS,       01414 13
               CLERGYMEN AND STUDENTS COULD CONSIDER WAYS IN WHICH A       01414 14
               PERSON ACTUALLY CAN ACHIEVE PERSONAL AUTONOMY IN MODERN     01414 15
               AMERICAN SOCIETY, REALIZING ALL THE WHILE HOW EXTREMELY     01414 16
               DIFFICULT IT IS TO DO SO IN A SOCIETY THAT TENDS TO REWARD01414 17
               COMPLIANCE WITH GROUP GOALS,  ADDITIONAL ASSIGNMENT!        01414 18
               PIERRE TEILHARD DE CHARDIN, FROM THE FUTURE OF MAN IN THE  01414 19
               SENSE OF THE SIXTIES, EDITED BY EDWARD QUINN AND PAUL J,   01414 20
               DOLAN, PP, 496=503,                                         01414 21
*SETTING       SMALL GROUP ≥1=12 STUDENTS♦  COLLEGE                        01414 10
*MATERIALS     BLANK                                                       01414  5
*LEVEL         ALL GRADES                                                  01414  8
*GENERAL       ALL CANDIDATES                                              01414  7
*HOURS         CLASS PERIOD                                                01414  6
*EVALUATION    JOURNAL ENTRIES SHOULD REFLECT A SOPHISTICATED ABILITY TO  01414 26
               ANALYZE THE ISSUES, GENERATE ALTERNATIVE RESPONSES TO       01414 27
               THESE ISSUES AND PROPOSE POSITIVE ACTIONS THAT MIGHT BE    01414 28
               TAKEN TO COPE WITH THESE ISSUES,                            01414 29
*FILE          REISMAN  AMERICAN CHARACTER  OTHER=DIRECTED                 01414  9
```

HUMANITIES III: THE NON-WEST

THE HUMANITIES IN SUB-SAHARAN AFRICAN CIVILIZATION

Travelers have observed that air ports all over the world look alike. This is an index of the degree to which Western technology has encompassed the globe. It has demonstrated the apparent ability to master the forces of nature and to provide mankind with a limitless measure of physical comfort and security. All of the world's peoples are engaged in a vast scramble to avail themselves of its benefits, and the universal measurement of political success is economic development in terms of Western technological and material culture.

The Twentieth Century is "the Century of the West", but the term embodies a significant paradox. The process of economic development in Asia and Africa, in the islands of the Caribbean Sea and Pacific Ocean, and in Central and South America has been abetted by an army of European and American technicians, teachers, foreign aid administrators and volunteer service workers. These people, many of them young and sensitive, have discovered repositories of value in the cultures and societies amidst which they have lived and worked, and they have returned home with a broadened cultural outlook and with attitudes critical of their own cultural values. The very phenomenon of Western cultural outreach has caused the West to take serious account of ideas and values originating in other parts of the world. In America, the confrontation with the non-white world of Africa and Asia has been a significant factor in the reassessment of American cultural pluralism which is forcing American Society to acknowledge the contributions of non-whites to the totality of the culture.

Abroad, particularly in Africa and Asia, the amenities of the West have proven to be the bait which conceals a hook, for along with economic development has come Western education, Western religion, Western political institutions, Western dress, and a whole pattern of life which is incompatible with native ideas of value. The result has been an attempt on the part of those peoples to redefine and reassert their own cultural identities and to insist that those identities be respected.

The humanities, with their traditional academic orientation toward the literae humaniores of the Classical West, have been forced to alter their approach in order to accommodate a broader definition of civilization. One thrust of such a definition is that the level of civilization exhibited by individuals or groups is relative, not to the criteria of Western civilization alone, but to the values of the particular cultural system of which they are a part. A corollary to this is that the total human civilization is enriched by the sympathetic and understanding dialogue between cultures.

Each geographical area of the world presents vast complexities of belief and behavior. Certain integrative principles, however, permit generalization and serve to define a number of "world cultures". Western culture exhibits a basic uniformity of values based on the Judeo-Christian-Classical tradition; although Western humanists are becoming aware of the degree to which this integrity has been penetrated by ideas originating elsewhere. Oriental culture, characteristic of China, Japan, India, and Southeast Asia is distinguished by the religious and philosophical traditions of Hindu-Bhuddist-Taoist thought. The compelling religious and ethical system of Islam, with a geographical focus in the Middle East and North Africa, identifies yet another world culture.

The central concern of this introduction is the culture of Sub-Saharan Africa, which constitutes a fourth major world culture. Heretofore, this culture has been of interest, primarily, to ethnologists who were more interested in its particularities. Only in comparatively recent trends have cultural anthropologists begun to identify pervading beliefs and values which would distinguish a common African culture among the maze of African cultures. The late Melville J. Herskovits is an early and distinguished contributor to this process. Along these same lines, African culture is only now emerging as a "world culture". African thinkers, looking at each other across the boundaries of local ethnic tradition, are recognizing the commonalities which have existed all along and of which they themselves were not consciously aware. As Julius Nyrere, the President of Tanzania, expressed it with pointed simplicity, "We looked at each other and understood that we were all Africans."

In yet another sense, culture is being "created" in Africa out of the common experiences of colonialism with its attendant cultural disruptions, and the political and social emergence of the independence movement. Grounded in indigenous values, African intellectuals are attempting to forge their own unique accommodation to the circumstances of modern life. Searches for a definition of "negritude" or an "African personality" which were the pre-occupation of the older generation of African thinkers are giving way to a vigorous and substantive expression of ideas and values in literature and the arts.

Beyond the geographical limits of the African continent, African culture is engaging the attention of black people around the world who trace their ancestral origins to Africa and who identify their own struggles for recognition with the phenomenon of African emergence. Although sometimes overly-romanticized, the movement recognizes the authentic African origin of a number of features of black culture in the New World, transplanted there by the slave trade. These expressions receive added dignity and importance from the discovery of African civilization by the rest of the world.

African culture, either indigenous or emergent, is difficult to study using the conventional approaches of Western scholarship. No great teacher or school exists from which the quintessence of African thought can be extracted. Although African writers are producing considerable literature, their works have yet to establish themselves as the "great books" of African civilization. This is not to say, however, that some of the works already written may not be accorded that status by future generations. The indigenous arts are, by their very nature and intent, ephemeral, although some art works which have been preserved are coming to be recognized as masterpieces. Some scholars still persist that the lack of a body of classics constitutes evidence that great ideas do not exist. Yet the great ideas do exist and there is a vigorous African civilization. Its evidences are to be found in the everyday expressions of indigenous life, in the stories told and the songs sung in the village, in the proverbs which enliven conversation, in ritual and dance, and in the functional arts. Each of these expression differ from place to place and from occasion to occasion, yet in them can be discerned a consistent set of values. These are the raw materials which are being woven into a literate modern culture which is more accessible to the non-African world.

For the records of indigenous expression it is necessary to depend upon the work of ethnologists and other collectors of folklore and folk art. This requires the realization that oral language loses something of its power in the removal from the immediate context of its transmission and in translation to an inhospitable tongue; and it requires the realization that artifacts photographed or set in museums lose the vitality which attaches to their use.

The experiences in Sub-Saharan African civilization is centered on an African world-view inferred from the foregoing sources. The principal components of this world-view are:

1. An ontology based on the concept of vital force.
2. The communal group as the focus of value.
3. An earth-centered, earth-related, cosmology.
4. A pervading attitude of religious belief.

Significant expressions of this world-view will be examined in folklore, art, music, and dance.

Two considerations should be mentioned. One is that each work of literature, music, or art is to be recognized as an individual creative expression, having its own informing ideas and purposes and possessing its unique stylistic qualities. Secondly, each expression fits within the framework of the total world-view is central to the study, the individual qualities of the works cannot be overlooked. The concern of the humanist is to respond subjectively to the expressions of culture at all levels: intellectual, aesthetic, emotional and spiritual. The aim of the present component is to confront students with expressions of African values in literature, art, music, the dance and religious ritual in an effort to elicit from them such informed subjective responses. Through such experiences, students may perceive their own culture in a new light, and may understand the actions of children they teach.

Beyond this, the broad objectives of the course may be stated as follows:

1. To introduce students to significant ideas and values characteristic of Sub-Saharan African civilization.

2. To cultivate an open and objective attitude toward cultural values and expressions originating outside of Western civilization.

3. To develop faculties of observation, analysis and synthesis in the examination of African humanistic expressions.

4. To encourage students to characterize and evaluate their own value structure in comparison with a non-Western structure of values.

The formal structure of the component is as follows:

Modules 1723 to 1726: A treatment of the ideas of culture and enculturation and the identification of Sub-Saharan African culture as one of a number of major world-cultures.

Modules 1727 to 1732: A description of the cultural complexity and configuration of Sub-Saharan Africa. The purpose of the section is to familiarize students with the ethnographic and geographic terms of reference.

Modules 1733 to 1741: The development of the idea of an African culture which embraces the variety of individual ethnic expressions and a delineation of the basic world-view which characterizes that culture.

Modules 1742 to 1752: A consideration of folklore and one modern African novel as expressions of the indigenous world-view.

Modules 1753 to 1756: A consideration of African music, poetry, and the dance as integrated expressions reflecting the indigenous world view.

Modules 1757 to 1762: A consideration of African art as an expression of the indigenous world view.

Modules 1763 to 1774: A survey of African history, including problems of historiography. Attention is invited to the introduction to this section which preceeds module 1763. Modules 1772 and 1773 are not parallel to the subject-matter of the section. They are assigned in preparation for the following section.

Modules 1774 to 1781: Discussion of the contemporary African cultural milieu, termination, and evaluation of the cross-cultural experiences.

Following is the basic bibliography used in developing these experiences. It is recommended that a library of these books and others which the instructor may identify as being particularly useful, plus pictoral and periodical materials, be set aside in an "Africana" resource-area and made available to students at all times.

BIBLIOGRAPHY

General:

Bohannon, P., Africa and Africans, Garden City, New York, American Museum Science Books, 1964.

Ottenberg, S. and P., Cultures and Societies of Africa, New York, Random House, 1960.

Lystad, R. A. (ed.), The African World; A Survey of Social Research, London, Pall Mall Press, 1965.

Bascom, W. R. and Herskovits, M. J., Continuity and Change in African Cultures, Chicago, University of Chicago Press, 1958.

Davidson, Basil, African Kingdoms, New York, Time Incorporated, 1966.

Philosophy and Religion; Folklore:

Herskovits, M. J. and F.S., Dahomean Narrative, Evanston, Northwestern University Press, 1958.

Abraham, W. E., The Mind of Africa, Chicago, The University of Chicago Press, 1962.

Jahn, J., Muntu, (Trans. Grene, M.), London, Faber and Faber, 1959.

Parrinder, G., African Traditional Religion, London, Hutchinson House, 1954.

Tempels, P., (Trans. King, C.), Bantu Philosophy, Paris, Presence Africaine, 1959.

Beier, U. (ed.), The Origin of Life and Death: African Creation Myths, London, Heinemann, 1966.

Frobenius, L. and Fox, D., African Genesis, London, Faber and Faber, 1938.

Radin, P. African Folktales and Sculpture, New York, Pantheon, 1952.

Art:

Fagg, W. and Plass, M., African Sculpture, An Anthology, New York, E. P. Dutton and Co., 1964.

Music and Dance:

Gaskin, L. J. P., A Select Bibliography of Music in Africa, London, International African Institute, 1965.

Brandel, R., The Music of Central Africa, The Hague, Martinus Nijhoff, 1961.

See Davidson, B., African Kingdoms, Op. cit., Chapter 7.

See also Lystad, R. A. (ed.), op. cit. Chapter 17.

History and Contemporary Society:

Davidson, Basil, Old Africa Rediscovered, London, Victor Gollancz Ltd., 1960.

Davidson, Basil, The African Past, Boston, Little, Brown and Co., 1964.

Oliver, R., and Fage, J. D., A Short History of Africa, New York, New York University Press, 1963.

Wallerstein, I., Africa, The Politics of Independence, New York, Vintage Books, 1961.

Judd, P., (ed.), African Independence, New York, Dell Publishing Co., 1963.

Novels:

Achebe, C., Arrow of God, London, Heinemann, 1964.

Achebe, C., No Longer at Ease, London, Heinemann.

Tutuola, Amos, The Palm-Wine Drinkard, New York, Grove Press, 1953.

```
*OBJECTIVES    DIFFERENTIATES BETWEEN MAJOR WORLD CULTURES,                   01723 25
               CHARACTERIZES THE TOTAL HUMAN CULTURE AS THE PRODUCT OF        01723 26
               DIALOGUE MAJOR CULTURES,  CHARACTERIZES SUB-SAHARAN            01723 27
               AFRICAN CULTURE AS A MAJOR AND DISCRETE CULTURAL UNITY,        01723 28
*PREREQUISITE PRECEDING MODULES,                                              01723 29
*EXPERIENCE    PARTICIPATE IN LECTURE-DISCUSSION! WORLD CULTURES AND          01723 11
               WORLD CULTURE,  PRINCIPAL IDEAS TO BE DEVELOPED! 1, THE        01723 12
               WIDESPREAD INTERCULTURAL IMPINGEMENTS OF THE MODERN WORLD      01723 13
               HAVE CREATED A NEED FOR REDEFININF ALL THE COMMONLY-HELD       01723 14
               NOTIONS OF WHAT IT MEANS TO BE CIVILIZED,  AT THE SAME         01723 15
               TIME, THESE IMPINGEMENTS HAVE OPENED EXCITING                  01723 16
               POSSIBILITIES FOR THE ENRICHMENT OF THE TOTAL HUMAN            01723 17
               CIVILIZATION,  2, WHILE EVERY CULTURE PRESENTS A               01723 18
               BEWILDERING COMPLEXITY WITHIN ITSELF, IT IS POSSIBLE TO        01723 19
               IDENTIFY BROAD CONFORMITIES IN BEHAVIOR WHICH CONSTITUTE       01723 20
               CULTURAL UNITIES,  THESE UNITIES HAVE A GEOGRAPHICAL           01723 21
               FOCUS, BUT ARE NOT GEOGRAPHICALLY LIMITED,  THEY CAN BE        01723 22
               IDENTIFIED AS! WESTERN OR EUROPEAN+ INDIAN-ORIENTAL+           01723 23
               MIDDLE-EASTERN ISLAMIC+ AND SUB-SAHARAN AFRICAN,               01723 24
*SETTING       SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                           01723 10
*MATERIALS     BLANK                                                          01723  5
*LEVEL         ALL GRADES                                                     01723  8
*GENERAL       ALL CANDIDATES                                                 01723  7
*HOURS         1                                                              01723  6
*EVALUATION    IN SUBSEQUENT WRITTEN OR ORAL EXPRESSION, ACKNOWLEDGES         01723 30
               THE VALIDITY OF NON-WESTERN CULTURAL EXPRESSIONS,              01723 31
               REFLECTS ACCOMPLISHMENT OF THE OBJECTIVES IN THE WRITTEN       01723 32
               RESPONSE TO MODULE 1723 ABLE TO IDENTIFY 15 OUT OF 25          01723 33
               NON-WESTERN CULTURAL EXPRESSIONS,                              01723 34
*FILE          WORLD CULTURE  CULTURE-AREAS  SUB-SAHARAN AFRICA CULTURE       01723  9
```

```
*OBJECTIVES    CONCEPTUALIZES CULTURE AS CONSCIOUS AND UNCONSCIOUS            01724 16
               BEHAVIOR WHICH AN INDIVIDUAL LEARNS FROM HIS SOCIETY,          01724 17
               CHARACTERIZES HIS OWN VALUES AS TO THEIR CONSCIOUS OR          01724 18
               UNCONSCIOUS ACQUISITION FROM WESTERN AND AMERICAN CULTURE,01724 19
               BECOMES AWARE OF, CHARACTERIZES, ACCEPTS, AND RESPONDS TO 01724 20
               NON-WESTERN EXPRESSIONS OF VALUE,                              01724 21
*PREREQUISITE NONE                                                            01724 22
*EXPERIENCE    READ: HALL, EDWARD T,, THE SILENT LANGUAGE, GREENWICH,         01724 11
               CONN,, FAWCETT PUBLICATIONS, 1959 REACT TO READING THE         01724 12
               SILENT LANGUAGE AND TO THE EXPERIENCE OF MODULES 1724-172601724 13
               IN A 300-WORD PARAGRAPH GIVING A RATIONALE FOR THE STUDY       01724 14
               OF A NON-WESTERN CULTURE,                                      01724 15
*SETTING       INDEPENDENT  COLLEGE                                           01724 10
*MATERIALS     BLANK                                                          01724  5
*LEVEL         ALL GRADES                                                     01724  8
*GENERAL       ALL CANDIDATES                                                 01724  7
*HOURS         6                                                              01724  6
*EVALUATION    IN THE REQUIRED PARAGRAPH AND IN SUBSEQUENT DISCUSSION AND01724 23
               WRITING, REFLECTS AN UNDERSTANDING OF THE ENCULTURATED         01724 24
               NATURE OF VALUES,  EXPRESSES TO SOME DEGREE A WILLINGNESS 01724 25
               OR DESIRE TO STUDY A NON-WESTERN CULTURE AS A MEANS OF         01724 26
               CHARACTERIZING HIS OWN SYSTEM OF VALUES AND AS A MEANS OF 01724 27
               FACILITATING NECESSARY INTERCULTURAL COMMUNICATION,  AS A 01724 28
               PROSPECTIVE TEACHER, CHARACTERIZES HIS ROLE IN THE PROCESS01724 29
               OF ENCULTURATION AND CULTURE CHANGE,                           01724 30
*FILE          CULTURE  HALL  READING                                         01724  9
```

```
*OBJECTIVES    TO DISCRIMINATE BETWEEN THE MEANING OF THE TERM [CULTURE[ 01725 36
*OBJECTIVES    TO DISCRIMINATE BETWEEN THE MEANING OF THE TERM [CULTURE[ 01725 36
               AND THE MEANINGS OF TERMS OFTEN USED LOOSELY AS SYNONYMS, 01725 37
               TO CHARACTERIZE ONE≤S OWN PRECONCEPTIONS OF WHAT IS MEANS 01725 38
               TO BE [CULTURED[ OR [UNCULTURED[, [CIVILIZED[ OR               01725 39
               [UNCIVILIZED[,                                                 01725 40
*PREREQUISITE NONE                                                            01725 41
*EXPERIENCE    PARTICIPATE IN A GUIDED DISCUSSION OF THE QUESTION, [WHAT 01725 11
               IS CULTURE+[ GIVEN THE PRIMINARY DEFINITION THAT CULTURE       01725 12
               IS THE TOTALITY OF BEHAVIOR WHICH AN INDIVIDUAL ACQUIRES  01725 13
               FROM HIS SOCIETY, RESPOND TO THE FOLLOWING QUESTIONS;     01725 14
               1, WHAT WOULD SUCH BEHAVIOR INCLUDE^ WHAT ARE ITS         01725 15
               EVIDENCES^ 2, HOW DOES THE PRELIMINARY DEFINITION OF      01725 16
               CULTURE DIFFER FROM THE COMMONLY-ACCEPTED US OF THE TERM^ 01725 17
               3, WE SPEAK OF [CULTURES[ AND [SOCIETIES[,  WHAT IS THE   01725 18
               DIFFERENCE BETWEEN THEM^ 4, HOW DOES [CULTURE[ DIFFER     01725 19
               FROM [CIVILIZATION[^ 5, UNDER WHAT CIRCUMSTANCES COULD AN 01725 20
               INDIVIDUAL BE SAID TO BE [UNCULTURED[^ [UNCIVILIZED[^     01725 21
               DISCUSSION SHOULD ARRIVE AT THE FOLLOWING CONCLUSIONS,    01725 22
               WHICH, HOWEVER, REMAIN OPEN TO FURTHER QUESTION AND       01725 23
               INTERPRETATION; 1, CULTURE INCLUDES ALL SPECIFICALLY      01725 24
               HUMAN BEHAVIOR; TECHNIQUES, INSTITUTIONS, BELIEFS, VALUES,01725 25
               AND THE SYSTEMS WITHIN WHICH THEY ARE SYMBOLIZED AND      01725 26
               EXPRESSED,  NO HUMAN BEING IS UNCULTURED HE IS TOTALLY    01725 27
               DEPRIVED OF INTERCOURSE WITH A SOCIETY,  2, [CIVILIZATION[01725 28
               IS AN EVALUATIVE TERM IMPLYING THE DEGREE TO WHICH AN     01725 29
               INDIVIDUAL OR GROUP OF INDIVIDUALS EXHIBIT BEHAVIOUR      01725 30
               CONSISTENT WITH THE VALUES OF THEIR CULTURE,  IT IS TO    01725 31
               BE USED WITH GREAT CAUTION WHEN COMPARING DIFFERENT       01725 32
               CULTURES OR SOCIETIES, AS TO SUGGEST THAT ONE CULTURE IS  01725 33
               [MORE CIVILIZED[ THAN ANOTHER OR TO LABEL A SOCIETY AS    01725 34
               [PRIMITIVE[ IN CONTRAST WITH ONE THAT IS [CIVILIZED[,     01725 35
*SETTING       SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                      01725 10
*MATERIALS     BLANK                                                     01725  5
*LEVEL         ALL GRADES                                                01725  8
*GENERAL       ALL CANDIDATES                                            01725  7
*HOURS         0:25                                                      01725  6
*EVALUATION    IN DISCUSSION AND WRITING, USES THE TERMS [CULTURE[,      01725 42
               [SOCIETY[, AND CIVILIZATION[ WITH PRECISION AND           01725 43
               DISCRIMINATION,  IN DISCUSSION AND WRITING, EXHIBITS      01725 44
               CAUTION IN JUDGING THE VALUES OF CULTURES OTHER THAN HIS  01725 45
               OWN AND DEMONSTRATES AWARENESS OF HIS OWN CULTURAL        01725 46
               PRECONCEPTIONS OF VALUE,                                  01725 47
*FILE          CULTURE  DEFINITION  DISCUSSION                           01725  9
```

```
*OBJECTIVES    TO BECOME AWARE OF THE CONCEPT AND MEANING OF THE TERM    01726 35
               [ENCULTURATION[9  TO CHARACTERIZE THE PROCESS OF          01726 36
               ENCULTURATION AS IT HAS TAKEN PLACE IN THE STUDENT≤S OWN  01726 37
               EXPERIENCE,  TO PREPARE TO CHARACTERIZE OBJECTIVELY       01726 38
               CONCEPTS AND VALUES ENCULTURATED IN OTHER INDIVIDUALS     01726 39
               WITHIN A DIFFERENT CULTURAL SETTING,                      01726 40
*PREREQUISITE  PRECEDING MODULE,                                         01726 41
*EXPERIENCE    PARTICIPATE IN GUIDED DISCUSSION; GIVEN THE PRELIMINARY   01726 11
               DEFINITION THAT CULTURE IS THE TOTALITY OF BEHAVIOR WHICH 01726 12
               AN INDIVIDUAL ACQUIRES FROM HIS SOCIETY, WHAT ARE THE     01726 13
               MEANS BY WHICH THAT BEHAVIOR IS ACQUIRED^ HOW, FOR        01726 14
               INSTANCE, DO YOU BECOME AWARE OF WHAT YOU OUGHT TO DO IN  01726 15
               A GIVEN SET OF CIRCUMSTANCES^ HOW DO YOU FORM YOUR TASTES 01726 16
               IN ART OR MUSIC^ GENERAL CONCLUSIONS TO BE IDENTIFIED;    01726 17
               1, CULTURE IS LEARNED, SHARED AND TRANSMITTED WITHIN A    01726 18
               SOCIETY,  THIS PROCESS IS TERMED ENCULTURATION,  2,       01726 19
               ENCULTURATION IS ACCOMPLISHED BY FORMAL INSTITUTIONS OF   01726 20
               EDUCATION AND BY INFORMAL PROCESSES IN THE COURSE OF      01726 21
               LIVING IN A SOCIETY,  IT IS A PROCESS OF CONSCIOUS AND    01726 22
               UNCONSCIOUS CONDITIONING,  3, ENCULTURATION CREATES WITHIN01726 23
               THE INDIVIDUAL A SYSTEM OF VALUES WHICH PERMITS MOST      01726 24
               BEHAVIOR TO BE DETERMINED BELOW THE LEVEL OF CONSCIOUS    01726 25
               THOUGHT,  IT RESULTS IN A BODY OF CONCEPTS OR VALUES      01726 26
               WHICH ARE TAKEN FOR GRANTED BY THE INDIVIDUAL UNLESS      01726 27
               EXPOSED TO CONCIOUS EXAMINATION, 4, THE CONSCIOUS        01726 28
               EXAMINATION OF VALUES IS A SIGNIFICANT PURPOSE OF        01726 29
               EDUCATION, LEADING TO WHAT SOCRATES CALLED (THE EXAMINED 01726 30
               LIFE(9 5, ENCULTURATION LEADS TO THE CONSERVATION OF     01726 31
               CULTURAL VALUES, EXAMINATION LEADS TO THE CHANGE OF      01726 32
               CULTURAL VALUES, AS AN INDIVIDUAL MATURES HE PASSES FROM 01726 33
               CULTURAL CONSERVATION TO CULTURAL CHANGE,                01726 34
*SETTING       SMALL GROUP ≥1-12 STUDENTS+ COLLEGE                      01726 10
*MATERIALS     BLANK                                                    01726  5
*LEVEL         ALL GRADES                                               01726  8
*GENRAL        ALL CANDIDATES                                           01726  7
*HOURS         0:25                                                     01726  6
*EVALUATION    IN WRITING AND DISCUSSION, USES THE TERM (ENCULTURATION( 01726 42
               WITH DISCRIMINATION AND PRECISION, REFLECTS AND AWARENESS01726 43
               OF THE DEGREE TO WHICH HIS OWN IDEAS AND VALUES ARE A    01726 44
               PRODUCT OF UNCONSIOUS CULTURAL CONDITIONING AND THE DEGREE01726 45
               TO WHICH THEY ARE CONSCIOUSLY CHOSEN,                    01726 46
*FILE          CULTURE  ENCULTURATION  DISCUSSION                       01726  9
```

```
*OBJECTIVES    BECOMES AWARE OF THE RELATIONSHIPS BETWEEN CLIMATE,      01727 32
               ECONOMY AND CULTURE IN AFRICA, BECOMES AWARE OF THE RANGE01727 33
               AND DISTRIBUTION OF CULTURES IN AFRICA, BECOMES AWARE OF 01727 34
               THE GEOGRAPHICAL REFERENCES OF THE COURSE, CHARACTERIZES 01727 35
               SUB-SAHARAN AFRICA AS TO SIZE AND CULTURAL COMPLEXITY,   01727 36
*PREREQUISITE  PRECEDING MODULES,                                       01727 37
*EXPERIENCE    LISTEN TO AND VIEW LECTURE-DEMONSTRATION ON THE CULTURAL 01727 11
               CONFIGURATION OF SUB-SAHARAN AFRICA, THE INSTRUCTOR      01727 12
               WILL: 1, USING OVERHEAD PROJECTOR AND APPROPRIATE        01727 13
               MAP-OVERLAYS, DEMONSTRATE THE RELATIONSHIP BETWEEN CULTURE01727 14
               AND HUMAN ECOLOGY, IDENTIFY THE CORRESPONDENCES BETWEEN  01727 15
               PHYSICAL FEATURES, CLIMATE AND RAINFALL, AND PRINCIPAL   01727 16
               ECONOMIES IN AFRICA, 2, DESCRIBE THE INTERACTION BETWEEN 01727 17
               INDIGENOUS ECONOMY AND CULTURE, AN EXAMPLE WOULD BE A    01727 18
               COMPARISON OF THE RESIDENCE PATTERNS OF THE PASTORAL     01727 19
               FULANI AND THE AGRICULTURAL IBO, SUGGEST THAT THE VARYING01727 20
               CYCLES OF NATURE AND ECONOMY BUILD A (RHYTHM( INTO LIFE  01727 21
               WHICH PENETRATES THE THOUGHT AND EXPRESSION OF INDIGENOUS 01727 22
               PEOPLES, 3, IDENTIFY MAJOR CULTURE-AREAS WITHIN AFRICA,  01727 23
               CHARACTERIZE EACH WITH REFERENCE TO ITS IDENTIFYING TRAIT 01727 24
               OR TRAITS, 4, INTRODUCE THE WARNING THAT CULTURE-AREAS   01727 25
               CONTAIN WIDE INTERNAL DIVERSITY OF SPECIFIC CULTURE-TRAITS01727 26
               STUDENTS WILL SKETCH CULTURE-AREAS ON INDIVIDUAL         01727 27
               OUTLINE-MAPS, BIBLIOGRAPHIC REFERENCE: HERSKOVITS, M,,   01727 28
               CULTURAL ANTHROPOLOGY, NEW YORK, KNOPF, 1964, CHAPTER 21,01727 29
               BOHANNON, P,, AFRICA AND AFRICANS, GARDEN CITY, N,Y,,    01727 30
               THE NATURAL HISTORY PRESS, 1964, CHAPTER 8,              01727 31
*SETTING       SMALL GROUP ≥1-12 STUDENTS+ COLLEGE                      01727 10
*MATERIALS     OVERHEAD PROJECTOR, MAP OVERLAYS,                        01727  5
*LEVEL         ALL GRADES                                               01727  8
*GENERAL:      ALL CANDIDATES                                           01727  7
*HOURS         1:00                                                     01727  6
*EVALUATION    IS ABLE TO CONSTRUCT HIS OWN SKETCH-MAP OF CULTURE-AREAS 01727 38
               IN AFRICA, IS ABLE TO DISCRIMINATE BETWEEN AREAS AS TO   01727 39
               THEIR IDENTIFYING TRAITS,                                01727 40
*FILE          GEOGRAPHY  ECONOMY  CULTURE                              01727  9
```

```
*OBJECTIVES    BECOMES AWARE OF THE TRAITS WHICH COMPRISE AND SERVE TO  01728 16
               DESCRIBE AND DEFFERENTIATE AFRICAN CULTURES, BECOME AWARE01728 17
               OF THE VARIETY AND DISTRIBUTION OF CULTURES IN AFRICA,   01728 18
```

```
*PREREQUISITE PRECEDING MODULES,                                      01728 19
*EXPERIENCE   READ; OTTENBERG, S, AND OTTENBERG, P,, CULTURES AND     01728 11
              SOCIETIES OF AFRICA, NEW YORK, RANDOM HOUSE, 1960,      01728 12
              CHAPTER 1, PP, 3-83,  LIST: THE CULTURAL SYSTEMS OR TRAITS01728 13
              WITH RESPECT TO WHICH AFRICAN SOCIETIES ARE DESCRIBED   01728 14
              BY THE AUTHORS,                                         01728 15
*SETTING      INDEPENDENT  COLLEGE                                    01728 10
*MATERIALS    BLANK                                                   01728  5
*LEVEL        ALL GRADES                                              01728  8
*GENERAL:     ALL CANDIDATES                                          01728  7
*HOURS        2:00                                                    01728  6
*EVALUATION   IS ABLE TO CONSTRUCT OWN SKETCH-MAP OF CULTURE-AREAS IN 01728 20
              AFRICA,  LISTS IMPORTANT CULTURE-TRAITS AND SYSTEMS     01728 21
              ACCRATELY AS PRESENTED BY THE AUTHORS,  IS ABLE TO      01728 22
              ORGANIZE A SYSTEMATIC DESCRIPTION OF A PARTICULAR       01728 23
              CULTURE-AREA USING THE CATEGORIES LISTED,               01728 24
*FILE         GEOGRAPHY  CULTURE-TRAITS                               01728  9
________________________________________________________________________________

*OBJECTIVES   TO CONCRETIZE AND EVALUATE THE EXPERIENCE OF MODULES    01729 14
              1727 + 1728,                                            01729 15
*PREREQUISITE PRECEDING MODULES,  MODULES 1727 + 1728                 01729 16
*EXPERIENCE   QUIZ:  AFTER PERFORMING MODULES 1727 + 1728, USING OUTLINE01729 11
              MAP OF AFRICA, SKETCH APPROZIMATE BOUNDARIES OF MAJOR   01729 12
              CULTURE-AREAS,  LIST THE IDENTIFYING TRAITS FOR EACH,   01729 13
*SETTING      SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                    01729 10
*MATERIALS    OUTLINE MAPS,                                           01729  5
*LEVEL        ALL GRADES                                              01729  8
*GENERAL      ALL CANDIDATES                                          01729  7
*HOURS        0:25                                                    01729  6
*EVALUATION   CONSTRUCTS ACCURATE SKETCH-MAP AND GIVES CORRECT        01729 17
              IDENTIFICATIONS OF CULTURE-AREAS,                       01729 18
*FILE         GEOGRAPHY  CULTURE-AREAS  MAP:                          01729  9
________________________________________________________________________________

*OBJECTIVES   BECOMES AWARE OF THE DISTRIBUTION OF AFRICAN CULTURE-AREAS01730 17
              IN REFERENCE TO MODERN POLITICAL DIVISIONS,  CHARACTERIZES01730 18
              MODERN POLITICAL DIVISIONS OF AFRICA WITH RESPECT TO THE  01730 19
              INDIGENOUS CULTURES TO BE FOUND WITHIN THEM,            01730 20
*PREREQUISITE PRECEDING MODULES,                                      01730 21
*EXPERIENCE   VIEW AND LISTEN TO LECTURE-DEMONSTRATION IN WHICH       01730 11
              INSTRUCTOR WILL: SHOW OVERHEAD PROJECTOR VIEW OF MODERN 01730 12
              POLITICAL MAP OF AFRICA WITH INDIGENOUS CULTURE-AREA MAP 01730 13
              OVERLAY,  IDENTIFY MODERN POLITICAL DIVISIONS OF AFRICA 01730 14
              GIVING BRIEF DESCRIPTIONS OF CURRENT OR FORMER EUROPEAN 01730 15
              COLONIAL AFFILIATIONS,                                  01730 16
*SETTING      SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                    01730 10
*MATERIALS    PROJECTOR AND TRANSPARENCIES,                           01730  5
*LEVEL        ALL GRADES                                              01730  8
*GENERAL:     ALL CANDIDATES                                          01730  7
*HOURS        0:25                                                    01730  6
*EVALUATION   IS ABLE TO TELL WHAT COUNTRY AND/OR MAJOR AFRICAN CITY  01730 22
              HE WOULD TRAVEL TO IN ORDER TO HAVE ACCESS TO A GIVEN   01730 23
              CULTURE-AREA,                                           01730 24
*FILE         GEOGRAPHY  POLITICAL                                    01730  9
________________________________________________________________________________

*OBJECTIVES   BECOMES AWARE IN GREATER DETAIL OF THE ETHNIC GROUPS AND 01731 21
              CULTURE-TRAITS TO BE FOUND IN THE PARTICULAR CULTURE    01731 22
              AREA,  CHARACTERIZES IN SOME DETAIL THE CULTURE OF A    01731 23
              PARTICULAR CULTURE-AREA,  TRANSMITS INFORMATION DISCOVERED01731 24
              TO CLASSMATES,                                               01731 25
*PREREQUISITE PRECEDING MODULES,                                           01731 26
*EXPERIENCE   WORKING IN A TEAM OF TWO OR THREE STUDENTS MAKE A BASIC      01731 11
              DESCRIPTIVE STUDY OF A CHOSEN OR ASSIGNED CULTURE AREA,      01731 12
              IDENTIFY MAJOR TRIBAL AND LINGUISTIC GROUPS,  MAKE USE OF    01731 13
              THE DESCRIPTIVE CATEGORIES LISTED IN MODULE 1728,            01731 14
              ≥OTTENBERG READING+,  THIS IS NOT, OBVIOUSLY, A THOROUGH     01731 15
              ETHNOGRAPHIC SURVEY,  IT≤S PURPOSE IS TO EXTEND, AS MUCH     01731 16
              AS TIME AND RESOURCES WILL ALLOW, THE KNOWLEDGE OF A         01731 17
              PARTICULAR CULTURE-AREA,  PREPARE A WRITTEN DESCRIPTION      01731 18
              OF 500 WORDS,  PREPARE AN ORAL PRESENTATION OF FINDINGS      01731 19
              TO THE CLASS,                                                01731 20
*SETTING      SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                         01731 10
*MATERIALS    BLANK                                                        01731  5
*LEVEL        ALL GRADES                                                   01731  8
*GENERAL      ALL CANDIDATES                                               01731  7
*HOURS        4:00                                                         01731  6
*EVALUATION   STRUCTURES A SYSTEMATIC DESCRIPTION OF A CULTURE-AREA,       01731 27
              TRANSMITS BASIC INFORMATION TO CLASSMATES IN AN              01731 28
              INTERESTING MANNER IN MODULE 1731,                           01731 29
*FILE         CULTURE-AREA  SURVEY  REPORT                                 01731  9
```

```
*OBJECTIVES   CLASS BECOMES AWARE OF THE DISCOVERIES OF INDIVIDUAL         01732 16
              MEMBERS,  CHARACTERIZES AND DIFFERENTIATES BETWEEN           01732 17
              CULTURE-AREAS,  CHARACTERIZES AND DIFFERENTIATES BETWEEN     01732 18
              ETHNIC GROUPS WITHIN PARTICULAR CULTURE-AREAS,  RESPONDS     01732 19
              WITH INTEREST TO THE STUDY OF PARTICULAR AFRICAN CULTURES,01732 20
*PREREQUISITE PRECEDING MODULES,                                           01732 21
*EXPERIENCE   PRESENT 5 - 8 MINUTE REPORT ON THE SIGNIFICANT FEATURES      01732 11
              OF THE CULTURE-AREA SURVEYED IN MODULE 1731,  STYLE OF       01732 12
              PRESENTATION IS AT THE DISCREATION OF THE REPORTING          01732 13
              TEAMS OF STUDENTS,  AUDIO-VISUAL AIDS MAY BE USED IF         01732 14
              DESIRED,                                                     01732 15
*SETTING      SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                         01732 10
*MATERIALS    AUDIO-VISUAL AIDS AS REQUESTED,                              01732  5
*LEVEL        BLANK                                                        01732  8
*GENERAL      BLANK                                                        01732  7
*HOURS        1:00                                                         01732  6
*EVALUATION   PRESENTS ACCURATE AND SYSTEMATIC REPORT OF BASIC             01732 22
              INFORMATION AS TIME PERMITS,  EXERCISES IMAGINATION IN       01732 23
              PRESENTATION AND ENGAGES THE INTEREST OF CLASSMATES,         01732 24
*FILE         CULTURE-AREA  SURVEY  REPORT,                                01732  9
```

```
*OBJECTIVES   BECOMES AWARE OF A DIFFERENCE BETWEEN THE ANALYTICAL AND     01733 27
              STNTHETIC APPROACH TO AFRICAN CULTURE AND CHARACTERIZES      01733 28
              EACH APPROACH AS TO ITS METHOD AND UTILITY,  CHARACTERIZES01733 29
              THE HUMANISTIC APPROACH TO CULTURE AS A QUEST FOR            01733 30
              SYNTHESIS,                                                   01733 31
*PREREQUISITE PRECEDING MODULES,                                           01733 32
*EXPERIENCE   PARTICIPATE IN LECTURE-DISCUSSION: IS THERE AN AFRICAN       01733 11
              CULTURE OR ARE THERE ONLY AFRICAN CULTURES.  MAIN POINTS     01733 12
              OF DEVELOPMENT:  1, THE TREATMENT OF AFRICAN CULTURE IN      01733 13
              THE COURSE THUS FAR HAS BEEN ANALYTICAL, WHICH IS TO SAY     01733 14
              THAT IT HAS BEEN VIEWED AS A COMPLEX OF MANY CULTURES,       01733 15
              EACH CULTURE HAVING ITS OWN DISTINGUISHING TRAITS,  2, THE01733 16
              ATTEMPT WILL BE MADE IN THE REMAINDER OF THE COURSE TO       01733 17
              IDENTIFY VALUES, ATTITUDES, OR APPROACHES TO REALITY WHICH01733 18
              MAY BE SAID TO CONSTITUTE A CHARACTERISTICALLY AFRICAN       01733 19
              WORLD-VIEW,  THIS ATTEMPT IS CHARACTERISTIC OF HUMANISTIC    01733 20
              INQUIRY IN THAT SUCH INQUIRY SEEKS TO IDENTIFY BROAD         01733 21
              SYNTHESES OF IDEAS,  3, THE QUEST FOR AN INCLUSIVE           01733 22
              [AFRICAN IDENTITY[ IS A MAJOR CONCERN OF AFRICAN             01733 23
              INTELLECTUALS THEMSELVES,  THE QUESTION IS AN OPEN ONE,      01733 24
              SINCE AFRICAN CULTURE IS IN THE PROCESS OF EMERGING AND      01733 25
              WELDING ITSELF TOGETHER AS A WORLD-CULTURE,                  01733 26
*SETTING      SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                         01733 10
*MATERIALS    BLANK                                                        01733  5
*LEVEL        ALL GRADES                                                   01733  8
```

```
*OBJECTIVES    CHARACTERIZES EMERGENT AFRICAN CULTURE AS AN OUTGROWTH OF 01734 20
               THE VARIOUS INDIGENOUS TRADITIONS,  DISCRIMINATES IN THE  01734 21
               USE OF THE TERM [INDIGENOUS[ AND DIFFERENTIATES BETWEEN   01734 22
               THE MEANINGS OF THE WORDS [INDIGENOUS[ AND [PRIMITIVE[,   01734 23
*PREREQJISITE PRECEDING MODULES,                                        01734 24
*EXPERIENCE    LISTEN TO LECTURE! THE ROOTS OF AN AFRICAN WORLD-VIEW,    01734 11
               MAIN POINTS OF DEVELOPMENT!  1, THE EMERGENT AFRICAN      01734 12
               CULTURE IS DEEPLY ROOTED IN THE INDIGENOUS TRADITIONS,    01734 13
               THESE PROVIDE A STARTING-POINT FOR INQUIRY,  2, THE WORD  01734 14
               [INDIGENOUS[ IS TO BE USED WITH CIRCUMSPECTION,  IT TENDS 01734 15
               TO SUGGEST [WHAT HAS EXISTED IN UNCHANGED FORM PRIOR TO   01734 16
               THE IMPACT OF WESTERN CULTURE[,  ACTUALLY, [INDIGENOUS[   01734 17
               CULTURES ARE AND HAVE ALWAYS BEEN IN A CONTINUOUS PROCESS 01734 18
               OF CHANGE,                                                01734 19
*SETTING       LARGE GROUP  COLLEGE                                      01734 10
*MATERIALS     BLANK                                                     01734  5
*LEVEL         ALL GRADES                                                01734  8
*GENERAL       ALL CANDIDATES                                            01734  7
*HOURS         0!20                                                      01734  6
*EVALUATION    USES THE TERM [INDIGENOUS[ WITH PRECISION AND             01734 25
               DISCREMENATION,  IS ABLE TO IDENTIFY THE INDIGENOUS       01734 26
               FEATURES IN MODERN AND EMERGENT AFRICAN CULTURE,          01734 27
*FILE          WORLD-VIEW  INDIGENOUS                                    01734  9
```

```
*OBJECTIVES    BECOMES AWARE OF THE BASIC FEATURES OF THE AFRICAN WORLD  01735 33
               VIEW,  CHARACTERIZES THE AFRICAN WORLD VIEW AS A VALID AND01735 34
               SOPHISTICATED HUMAN APPROACH TO REALITY,  CHARACTERIZES   01735 35
               THE AFRICAN WORLD VIEW AS TO THE INTEGRATION OF ITS       01735 36
               COMPONENT CONCEPTS,                                       01735 37
*PREREQJISITE PRECEDING MODULES,                                        01735 38
*EXPERIENCE    LISTEN TO LECTURE!  BASIC FEATURES OF AN AFRICAN WORLD-   01735 11
               VIEW,  MAIN POINTS OF DEVELOPMENT!  1, AS DO ALL HUMAN    01735 12
               VIEWS OF REALITY, THE AFRICAN WORLD-VIEW INCLUDES CONCEPTS01735 13
               OF THE NATURE AND PURPOSE OF HUMAN LIFE AND THE           01735 14
               RELATIONSHIPS BETWEEN THE INDIVIDUAL AND SOCIETY,  IT     01735 15
               INCLUDES CONCEPTS OF NATURE AND THE SUPERNATURAL,  2,     01735 16
               THESE VIEWS ACHEIVE A DEGREE OF SOPHISTICATION AND        01735 17
               INTEGRATION WITH WHICH THEY HAVE NOT BEEN CREDITED BY     01735 18
               WESTERN THINKERS JUDGING THEM BY WESTERN VALUES,  CF,     01735 19
               ARNOLD TOYNBEE, A STUDY OF HISTORY, VOL, V, PP, 373, 479- 01735 20
               480, 482,  THE AFRICAN INDIGENOUS WORLD-VIEW, IN SHORT,   01735 21
               REPRESENTS NOT ONLY CULTURE, BUT ALSO CIVILIZATION,  3,   01735 22
               THE DISTINCTIVE FEATURE OF THE AFRICAN WORLD-VIEW IS THE  01735 23
               UNIQUE INTEGRATION OF RELIGION, PHILOSOPHY, AND FORMS OF  01735 24
               SOCIETY,  MAN IS VIEWED NOT IN RELATIONSHIP TO HIS NATURAL01735 25
               AND SOCIAL ENVIRONMENT, BUT AS AN INTEGRAL PART OF HIS    01735 26
               NATURAL AND SOCIAL ENVIRONMENT,  CF, W,E, ABRAHAM, THE    01735 27
               MIND OF AFRICA, CHICAGO, UNIVERSITY OF CHICAGO PRESS, 196201735 28
               P, 46,  4, EXPRESSIONS OF THE AFRICAN WORLD-VIEW IN THE   01735 29
               VISUAL ARTS, MUSIC AND THE DANCE, AND LITERATURE,         01735 30
               DEMONSTRATE A HIGH DEGREE OF INTEGRATION WITH THE VALUES  01735 31
               THAT INFORM THEM,                                         01735 32
*SETTING       LARGE GROUP  COLLEGE                                      01735 10
*MATERIALS     BLANK                                                     01735  5
*LEVEL         ALL GRADES                                                01735  8
*GENERAL       ALL CANDIDATES                                            01735  7
*HOURS         0!30                                                      01735  6
*EVALUATION    VIEWS AFRICAN EXPRESSIONS OF VALUE SELECTIVELY,           01735 39
```

```
                IDENTIFYING FEATURES WHICH DEMONSTRATE THE INTEGRITY OF   01735 40
                THE AFRICAN WORLD-VIEW,  RESPONDS SYMPATHETICALLY TO      01735 41
                AFRICAN EXPRESSIONS OF VALUE AS EVIDENCE OF A VALID AND   01735 42
                SOPHISTICATED WORLD VIEW AND AS A SIGNIFICANT CONTRIBUTION01735 43
                TO HUMAN CIVILIZATION,                                    01735 44
*FILE           WORLD-VIEW  INDIGENOUS  FEATURES                          01735  9
```

```
*OBJECTIVES     CHARACTERIZE AFRICAN CULTURE AS REPRESENTING A BASIC SET  01736 13
                OF CONCEPTS AND ATTITUDES WHICH ARE HELD IN COMMON, BUT   01736 14
                WHICH ARE GIVEN DIVERSIFIED EXPRESSION IN THE CONSTITUENT 01736 15
                TRIBAL CULTURES,  BECOME AWARE OF THE BASIC SET OF        01736 16
                CONCEPTS AND ATTITUDES WHICH DEFINE AN AFRICAN WORLD VIEW,01736 17
*PREREQUISITE   PRECEDING MODULES,                                        01736 18
*EXPERIENCE     READ BOHANNON, P,, AFRICA AND AFRICANS, GARDEN CITY, N,Y,,01736 11
                THE NATURAL HISTORY PRESS, 1964, PP, 124-235,             01736 12
*SETTING        INDEPENDENT  COLLEGE                                      01736 10
*MATERIALS      BLANK                                                     01736  5
*LEVEL          ALL GRADES                                                01736  8
*GENERAL        ALL CANDIDATES                                            01736  7
*HOURS          2:00                                                      01736  6
*EVALUATION     VIEWS AFRICAN EXPRESSIONS OF VALUE SELECTIVELY,           01736 19
                IDENTIFYING FEATURES WHICH DEMONSTRATE THE INTEGRITY OF   01736 20
                THE AFRICAN WORLD-VIEW,  RESPONDS SYMPATHETICALLY TO      01736 21
                AFRICAN EXPRESSIONS OF VALUE AS EVIDENCE OF A VALID AND   01736 22
                SOPHISTICATED WORLD VIEW AND AS A SIGNIFICANT CONTRIBUTION01736 23
                TO HUMAN CIVILIZATION,  INTEGRATES AND DIFFERENTIATES IN  01736 24
                VIEWING AFRICAN CULTURE AS TO THE DIFFERENCES BETWEEN     01736 25
                AFRICAN CULTURES AND THE COMMONALITY OF AFRICAN CULTURE,  01736 26
                DIFFERENTIATES BETWEEN THE AFRICAN WORLD-VIEW AND THE     01736 27
                WESTERN WORLD VIEW IN THE PERFORMANCE OF MODULE-----,     01736 28
*FILE           BOHANNON  READING  CULTURE                                01736  9
```

```
*OBJECTIVES     CHARACTERIZE A FEATURE OF THE AFRICAN CULTURE AND         01737 15
                DIFFERENTIATES BETWEEN IT AND THE CORRESPONDING FEATURE OF01737 16
                WESTERN CULTURE,                                          01737 17
*PREREQUISITE   PRECEDING MODULE,                                         01737 18
*EXPERIENCE     WRITE:  A 500-WORD ESSAY RESPONSE TO THE READING IN WHICH 01737 11
                HE SELECTS A SIGNIFICANT FEATURE OF THE AFRICAN CULTURE   01737 12
                AS IT IS PRESENTED BY BOHANNON, COMPARES AND CONTRASTS IT 01737 13
                WITH THE CORRESPONDING FEATURE OF WESTERN CULTURE,        01737 14
*SETTING        INDEPENDENT  COLLEGE                                      01737 10
*MATERIALS      BLANK                                                     01737  5
*LEVEL          ALL GRADES                                                01737  8
*GENERAL        ALL CANDIDATES                                            01737  7
*HOURS          3:00                                                      01737  6
*EVALUATION     SIGNIFICANCE OF THE FEATURE SELECTED AND THE              01737 19
                DISCRIMINATION WITH WHICH IT IS TREATED IN THE COMPOSITION01737 20
                OF THE ESSAY,                                             01737 21
*FILE           BOHANNON  READING  ESSAY                                  01737  9
```

```
*OBJECTIVES     CHARACTERIZES THE AFRICAN VIEW OF MAN AS FORCE-BEING,     01738 23
                DIFFERENTIATES FROM THE WESTERN CONCEPT OF MAN,           01738 24
                DIFFERENTIATES BETWEEN WESTERN INDIVIDUALISM AND AFRICAN  01738 25
                COMMUNALISM IN THE IDENTIFICATION OF SIGNIFICANCE IN HUMAN01738 2
                LIFE,  CHARACTERIZES THE AFRICAN COMMUNITY AND KINSHIP    01738 27
                GROUP AS EXTENDED IN TIME,                                01738 28
*PREREQUISITE   PRECEDING MODULES,                                        01738 29
*EXPERIENCE     PARTICIPATE IN LECTURE-DISCUSSION:  SIGNIFICANT FEATURES  01738 11
```

```
                 OF THE AFRICAN WORLD-VIEW:  MAIN IDEAS TO BE DEVELOPED:   01738 12
                 1, HUMANITY IS DEFINED BY VITAL FORCE,  IDENTIFY          01738 13
                 CORRESPONDING AND CONTRASTING CONCEPTS IN CLASSICAL AND   01738 14
                 JUDEO-CHRISTIAN ANTHROPOLOGIES,  2, INDIVIDUAL IDENTITY   01738 15
                 IS DEFINED IN RELATION TO THE KINSHIP AND TRIBAL GROUP,   01738 16
                 CF, BOHANNON, AFRICA AND AFRICANS, OP, CIT, PP, 171-173,  01738 17
                 3, THE KINSHIP GROUP IS A CONTINUUM IN TIME AS WELL AS IN 01738 18
                 EXTENT, INCLUDING, AT ONE END, THE DEAD ANCESTORS AND, AT 01738 19
                 THE OTHER, UNBORN GENERATIONS,  CF, THE POEM BY BIRAGO    01738 20
                 DIOP, (THE DEAD ARE NOT DEAD(, QUOTED IN JAHN, J,, MUNTU, 01738 21
                 LONDON, FABER AND FABER, 1961, P, 108,                    01738 22
*SETTING         SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                      01738 10
*MATERIALS       BLANK                                                     01738  5
*LEVEL           ALL GRADES                                                01738  8
*GENERAL         ALL CANDIDATES                                            01738  7
*HOURS           1:00                                                      01738  6
*EVALUATION      IS ABLE TO ARTICULATE THE CONCEPT OF VITAL FORCE IN       01738 30
                 DISCUSSION OR WRITING AND IS ABLE TO IDENTIFY THE DEGREE  01738 31
                 TO WHICH THE CONCEPT IS SHARED OR REJECTED BY WESTERN MAN,01738 32
                 USES THE TERMS (EXTENDED FAMILY( AND (COMMUNALITY( WITH   01738 33
                 DISCRIMINATION AND ACCURACY,                              01738 34
*FILE            WORLD-VIEW  MAN  COMMUNALITY                              01738  9
```

```
*OBJECTIVES      CHARACTERIZES THE BANTU, AND, TO A BROADER EXTENT, THE    01739 17
                 PREVAILING AFRICAN VIEW OF BEING AS CENTERED IN THE NOTION01739 18
                 OF VITAL FORCE,  BECOMES AWARE OF THE SOPHISTICATION AND  01739 19
                 FUNCTIONAL UTILITY OF AFRICAN PHILOSOPHICAL CONCEPTS,     01739 20
*PREREQUISITE    PRECEDING MODULES,                                        01739 21
*EXPERIENCE      READ:  TEMPELS, PLACIDE, BANTU PHILOSOPHY, PARIS,         01739 11
                 PRESENCE AFRICAINE, 1959,  CHAPTERS II, V AND VI, ≥52     01739 12
                 PAGES TOTAL+,  WRITE: A RESPONSE TO THE READING FROM BANTU01739 13
                 PHILOSOPHY IN THE FORM OF A 300 WORD DEFINITION OF THE    01739 14
                 TERM (VITAL FORCE( AS IT APPLIES TO THE BANTU CONCEPT OF  01739 15
                 HUMAN BEING,                                              01739 16
*SETTING         INDEPENDENT  COLLEGE                                      01739 10
*MATERIALS       BLANK                                                     01739  5
*LEVEL           ALL GRADES                                                01739  8
*GENERAL         ALL CANDIDATES                                            01739  7
*HOURS           3:00                                                      01739  6
*EVALUATION      IS ABLE TO EXPRESS THE MEANING OF THE TERM (VITAL FORCE(  01739 22
                 ACCURATELY IN HIS OWN WORDS AND AS FULLY AS ENGLISH       01739 23
                 LANGUAGE AND THOUGHT FORMS WILL PERMIT,                   01739 24
*FILE            TEMPELS  PHILOSOPHY  VITAL FORCE,                         01739  9
```

```
*OBJECTIVES      CHARACTERIZES THE AFRICAN WORLD-VIEW AS BEING             01740 33
                 FUNDAMENTALLY RELIGIOUS,  CHARACTERIZES THE RELATIONSHIP  01740 34
                 BETWEEN MAN, GOD, AND THE NATURAL ORDER IN AFRICAN BELIEF,01740 35
*PREREQUISITE    PRECEDING MODULES,                                        01740 36
*EXPERIENCE      PARTICIPATE IN LECTURE-DISCUSSION:  SIGNIFICANT FEATURES  01740 11
                 OF THE AFRICAN WORLD-VIEW: NATURE, MAN, AND GOD,  MAIN    01740 12
                 IDEAS TO BE DEVELOPED:  1, THE AFRICAN WORLD-VIEW IS      01740 13
                 FUNDAMENTALLY RELIGIOUS,  THE VIEW OF NATURE IS PENETRATED01740 14
                 BY A CONSCIOUSNESS OF THE SUPERNATURAL,  THIS DOES NOT    01740 15
                 DENY THE EXISTANCE OF NATURAL CAUSES FOR EVENTS, BUT IT   01740 16
                 AFFIRMS THE EXISTANCE OF SUPERNATURAL CAUSES OPERATING    01740 17
                 BEHIND THE NATURAL ONES,  2, NATURE AND MAN ARE VIEWED AS 01740 18
                 THE CREATURES OF A SINGLE (HIGH GOD( WHO SUBSEQUENTLY     01740 19
                 WITH-DREW FROM HIS CREATION TO A REMOTE AND TRANSCENDANT  01740 20
                 POSITION,  THE IDEA OF THE TRANSCENDANT HIGH GOD IS       01740 21
```

```
                VIRTUALLY UNIVERSAL IN AFRICAN RELIGION,  HE IS, HOWEVER  01740 22
                WORSHIPPED RARELY AND WITH VERY SIMPLE RITUAL,  3, ACCESS 01740 23
                TO THE HIGH GOD IS THROUGH TWO CHANNELS! ANCESTORS AND    01740 24
                MINOR DIVINITIES,  ANCESTORS PARTICIPATE ACTIVELY IN THE  01740 25
                AFFIARS OF THE LIVING COMMUNITY, ARE CONSULTED IN         01740 26
                DECISIONS, AND REFLECT DESPLEASURE BY CAUSING OR          01740 27
                PERMITTING MISFORTUNE,  MINOR DIVINITIES ARE IDENTIFIED   01740 28
                WITH NATURAL FORCES AND ARE USUALLY LOCALIZED IN AN OBJECT01740 29
                OR APLACE,  BIBLIOGRAPHIC REFERENCES!  BOHANNON, OP, CIT, 01740 30
                222-231,  PARRINDER, G,, AFRICAN TRADITIONAL RELIGION,    01740 31
                LONDON, HUTCHINSONS, 1954,                                01740 32
*SETTIN3        SMALL GROUP ≥1-12 STUDENTS•  COLLEGE                      01740 10
*MATERIALS      BLANK                                                     01740  5
*LEVEL          ALL GRADES                                                01740  8
*GENERAL        ALL CANDIDATES                                            01740  7
*HOURS          1!00                                                      01740  6
*EVALUATION     READS AND VIEWS WITH DISCRIMINATION THE EXPRESSIONS OF    01740 37
                AFRICAN RELIGION IN FOLKLORE AND THE VISUAL ARTS,         01740 38
*FILE           RELIGION  MAN  NATURE                                     01740  9
```

```
*OBJECTIVES     BECOMES AWARE OF THE EXISTANCE OF AFRICAN ETHICAL SYSTEMS 01741 24
                POSSESSING FUNCTIONAL UTILITY, PHILOSOPHICAL              01741 25
                SOPHISTICATION AND HUMANE INTENT,  CHARACTERIZES AFRICAN  01741 26
                ETHICAL SYSTEMS AS BEING FOCUSSED IN THE ONTOLOGICAL      01741 27
                WELFARE OF THE HUMAN BEING,  RESPONDS TO THE HUMANE FOCUS 01741 28
                OF AFRICAN ETHICS AS OFFERING A USEFUL APPROACH TO ALL    01741 29
                QUESTIONS OF HUMAN ETHICS,                                01741 30
*PREREQUISITE   PRECEDING MODULES,                                        01741 31
*EXPERIENCE     PARTICIPATE IN A SMALL-GROUP DISCUSSION OF INDIGENOUS     01741 11
                AFRICAN ETHICS AND ETHICAL SANCTIONS,  DISCUSS THE        01741 12
                FOLLOWING QUESTIONS IN THE LIGHT OF THE PRECEDING LECTURE-01741 13
                DISCUSSIONS AND READINGS!  1, HOW WOULD INDIGENOUS AFRICAN01741 14
                THINKERS DEFINE THE TERM [GOOD[ WHEN USED IN AN ETHICAL   01741 15
                SENSE^  2, CONTRAST THIS DEFINITION WITH SOME OF THE      01741 16
                ETHICAL THEORIES OF WESTERN CULTURE,  WHAT DO YOU MEAN    01741 17
                WHEN YOU SAY THAT AN ACTION IS ETHICALLY [GOOD[^  HOW DOES01741 18
                THIS DIFFER FROM THE AFRICAN DEFINITION OF ETHICAL GOOD^  01741 19
                3, CAN YOU IDENTIFY ANY POINTS OF AGREEMENT BETWEEN       01741 20
                AFRICAN AND WESTERN CONCEPTS ON ETHICAL GOOD^  4, DO      01741 21
                AFRICAN ETHICAL CONCEPTS OFFER ANY USEFULNESS IN SOLVING  01741 22
                ETHICAL QUESTIONS CONFRONTING WESTERN MAN^                01741 23
*SETTIN3        SMALL GROUP ≥1-12 STUDENTS•  COLLEGE                      01741 10
*MATERIALS      BLANK                                                     01741  5
*LEVEL          ALL GRADES                                                01741  8
*GENERAL        ALL CANDIDATES                                            01741  7
*HOURS          1!00                                                      01741  6
*EVALUATION     REFLECTS IN DISCUSSION AN AWARENESS OF THE BASIC          01741 32
                PRINCIPLES OF AFRICAN INDIGENOUS ETHICS,  ABSTRACTS AND   01741 33
                APPLIES AFRICAN ETHICAL CONCEPTS TO VARIOUS HUMAN         01741 34
                SITUATIONS,                                               01741 35
*FILE           ETHICS  DISCUSSION                                        01741  9
```

```
*OBJECTIVES     BECOME AWARE OF THE FUNCTIONS OF FOLKLORE AND STORY-      01742 13
                TELLING IN AFRICAN CULTURE,  BECOME SENSITIVE TO STYLISTIC01742 14
                FEATURES OF AFRICAN FOLKLORE,  BECOME SENSITIVE TO THE    01742 15
                EXPRESSION OF VALUES IN AFRICAN FOLKLORE,                 01742 16
*PREREQUISITE   PREVIOUS MODULES,                                         01742 17
*EXPERIENCE     LESTEN TO A LECTURE ON THE NATURE AND FUNCTION OF AFRICAN 01742 11
                FOLKLORE,                                                 01742 12
```

```
*SETTING        LARGE GROUP  COLLEGE                                 01742 10
*MATERIALS      BLANK                                                01742  5
*LEVEL          ALL GRADES                                           01742  8
*GENERAL        ALL CANDIDATES                                       01742  7
*HOURS          1:00                                                 01742  6
*EVALUATION     IS ABLE TO READ TRANSLATIONS OF AFRICAN FOLK-TALES WITH   01742 18
                DISCRIMINATION AS TO THE FUNCTION OF THE STORY AND THE    01742 19
                STYLISTIC TECHNIQUES BY WHICH THE FUNCTION IS EMPHASIZED, 01742 20
                IS ABLE SATISFACTORILY TO PERFORM MODULES 1746, 1747,     01742 21
*FILE           LECTURE  FOLKLORE  LITERATURE                        01742  9
-----------------------------------------------------------------------------
*OBJECTIVES     BECOME AWARE OF THE FLEXIBLE AND CHANGING NATURE OF ORAL  01743 16
                LITERATURE AS DISTINGUISHED FROM WRITTEN LITERATURE,      01743 17
*PREREQUISITE   PREVIOUS MODULES,                                    01743 18
*EXPERIENCE     LISTEN TO LECTURE ON THE NATURE AND FUNCTION OF AFRICAN   01743 11
                FOLKLORE: FIRST SUBTOPIC,  THE ORAL CHARACTER OF THE      01743 12
                FOLKTALE AND ITS IMPLICATIONS:  1, PERSISTENCE AND        01743 13
                MODIFICATION, CONSISTENCY AND IMPROVISATION,  2 THE STORY-01743 14
                TELLER AND HIS AUDIENCE,                             01743 15
*SETTING        LARGE GROUP  COLLEGE                                 01743 10
*MATERIALS      BLANK                                                01743  5
*LEVEL          ALL GRADES                                           01743  8
*GENERAL        ALL CANDIDATES                                       01743  7
*HOURS          0:10                                                 01743  6
*EVALUATION     READS OR LISTENS TO TRANSLATIONS OF AFRICAN FOLK-    01743 19
                LITERATURE WITH DISCRIMINATIONS AS TO THE FEATURES   01743 20
                PECULIAR TO ORAL LITERATURE,  IS ABLE SATISFACTORILY TO   01743 21
                PERFORM MODULES 1744, 1745,                          01743 22
*FILE           LECTURE  FOLKLORE  LITERATURE                        01743  9
-----------------------------------------------------------------------------
*OBJECTIVES     BECOME AWARE OF THE SITUATIONAL NATURE OF THE AFRICAN     01744 18
                FOLKTALE,                                            01744 19
*PREREQUISITE   PRECEDING MODULE,                                    01744 20
*EXPERIENCE     LISTEN TO LECTURE ON THE NATURE AND FUNCTION OF AFRICAN-  01744 11
                FOLKLORE: SECOND SUBTOPIC,  THE SOCIAL FUNCTIONS OF THE   01744 12
                FOLKTALE:  1, ARTICULATION AND PRESERVATION OF VALUES,  2,01744 13
                EXPLANATION OF CUSTOM AND RITUAL,  3, ENTERTAINMENT,  4,  01744 14
                COMBINATION OF FUNCTIONS:  ALL THE PRECEDING FUNCTIONS MAY01744 15
                BE PRESENT ON ANY GIVEN STORY-TELLING OCCASION BUT IN     01744 16
                DIFFERING PROPORTIONS AS APPROPRIATE TO THE OCCASION,     01744 17
*SETTING        LARGE GROUP  COLLEGE                                 01744 10
*MATERIALS      BLANK                                                01744  5
*LEVEL          ALL GRADES                                           01744  8
*GENERAL        ALL CANDIDATES                                       01744  7
*HOURS          0:15                                                 01744  6
*EVALUATION     READS OR LISTENS TO AFRICAN FOLKTALES WITH DISCRIMINATION 01744 21
                AS TO THOSE FEATURES WHICH REFLECT THE SOCIAL CONTEXT OF  01744 22
                ITS TELLING,  IS ABLE SATISFACTORILY TO PERFORM MODULES   01744 23
                1744 + 1745,                                         01744 24
*FILE           LECTURE  FOLKLORE  LITERATURE                        01744  9
-----------------------------------------------------------------------------
                AND PROVERB,                                         01745 18
*OBJECTIVES     BECOME AWARE OF THE MAJOR THEMES OF AFRICAN FOLKLORE,     01745 19
*PREREQUISITE   PRECEDING MODULES,                                   01745 20
*EXPERIENCE     LISTEN TO LECTURE ON THE NATURE AND FUNCTION OF AFRICAN   01745 11
                FOLKLORE: THIRD SUBTOPIC,  LEADING THEMES IN AFRICAN      01745 12
                FOLKLORE AND THEIR DISTRIBUTION AMONG THE CULTURES OF     01745 13
                AFRICA,  1, MYTHS; EXPLANATION OF ANTURAL PHENOMENA,      01745 14
                SANCTION FUR CULT AND CUSTOM,  2, MORAL TALES! ANIMAL      01745 15
                STORIES, THE UNNATURAL CHILD THEME,  3, [ANIMAL TRICKSTER[01745 16
                STORIES9  4, [HISTORICAL[ TALES,  5, RELATED FORMS; RIDDLE01745 17
*SETTING        LARGE GROUP  COLLEGE                                       01745 10
*MATERIALS      BLANK                                                      01745  5
*LEVEL          ALL GRADES                                                 01745  8
*GENERAL        ALL CANDIDATES                                             01745  7
*HOURS          0!25                                                       01745  6
*EVALUATION     READS OR LISTENS TO TRANSLATIONS OF AFRICAN FOLK-          01745 21
                LITERATURE WITH DISCRIMINATION AS TO ITS THEME AND         01745 22
                FUNCTION,  IS ABLE SATISFACTORILY TO PERFORM MODULES 1744 01745 23
                + 1745,                                                    01745 24
*FILE           LECTURE  FULKLORE  LITERATURE                              01745  9
```

```
*OBJECTIVES     APPLY INFORMATION OBTAINED IN PRECEDING LECTURE MODULES    01746 22
                1740-1743,  BECOME FAMILIAR WITH THE STORY CONTENT OF      01746 23
                REPRESENTAIIVE FOLK-TALES,  DEVELOP SELECTED ATTENTION TO 01746 24
                THE FUNCTIONAL PURPOSE OF FOLKTALES,                       01746 25
*PREREQUISITE PRECEDING MODULES,                                           01746 26
*EXPERIENCE     READ;  HESKOVITS, THE DAHOMEAN NARRATIVE  PP, 125-126 [TO 01746 11
                EACH IS GIVEN HIS DOMINION[ 126-129 [THE RULE OF SKY AND  01746 12
                EARTH DELIMITED[ 129-132 [SOGBO BECOMES MASTER OF THE     01746 13
                UNIVERSE[ 134-135 [SUN GOD BRINGS IRON TO MAN[ 139-142    01746 14
                [HOW LEGBA BECAME CHIEF OF THE GODS; HOW MAGIC BECAME A   01746 15
                HUMAN SKILL; MAN AGAINST CREATOR; HOW MAGIC SPREAD[ 142-  01746 16
                148 [HOW LEGBA BECAME GUARDIAN OF MEN AND GODS; WHY THE   01746 17
                DOG IS RESPECTED[  WRITE; FOR EACH FOLKTALE, ONE OR TWO   01746 18
                SENTENCES DESCRIBING THE MAJOR AND SUBSIDIARY FUNCTIONS OF01746 19
                THE STORY,  IDENTIFY PARTICULARLY SIGNIFICANT REFLECTIONS 01746 20
                OF THE AFRICAN WORLD-VIEW AS OUTLINED IN MODULES 012-018, 01746 21
*SETTING        INDEPENDENT  COLLEGE                                       01746 10
*MATERIALS      BLANK                                                      01746  5
*LEVEL          ALL GRADES                                                 01746  8
*GENERAL        ALL CANDIDATES                                             01746  7
*HOURS          2!00                                                       01746  6
*EVALUATION     ACCURACY WITH WHICH THE FUNCTIONS OF THE TALES ARE         01746 27
                IDENTIFIED,                                                01746 28
*FILE           FOLKLORE  READING  HESKOVITS                               01746  9
```

```
*OBJECTIVES     TO CHARACTERIZE AFRICAN LITERATURE STYLISTICALLY,  DEVELOP01747 23
                SELECTED ATTENTION TO THE VALUE-CONTENT OF AFRICAN         01747 24
                FOLKLORE,                                                  01747 25
*PREREQUISITE PRECEDING MODULES,                                           01747 26
*EXPERIENCE     PARTICIPATE IN A GROUP DISCULLSION ON THE STYLISTIC        01747 11
                FEATURES OF AFRICAN FOLKLORE,  HEURISTIC QUESTIONS;  WAS   01747 12
                THE LANGUAGE CONCRETE OR ABSTRACT^  ILLUSTRATE,  WHAT      01747 13
                ASPECTS OF HUMAN LIFE DID THE STORIES DESCRIBE^  WHAT      01747 14
                ASPECTS OF HUMAN LIFE DID THE STORIES SUGGEST AS BEING     01747 15
                MOST IMPORTANT^  ILLUSTRATE,  IS IT POSSIBLE TO IDENTIFY   01747 16
                ABSTRACT OR PHILOSOPHICAL IDEAS AND VALUES IN THE STORIES^01747 17
                WHAT ARE SOME OF THEM^  WHAT ARE SOME POSSIBLE             01747 18
                INTERPRETATIONS OF THE STATEMENT,[AWE AND DEATH ARE TWO   01747 19
                FRIENDS OF THE WORLD,[ ≥HERSKOVITS, DAHOMEAN NARRATIVE, P,01747 20
                142+  WHAT DO YOU THINK ARE THE QUALITIES OF A GOOD TELLER01747 21
                OF AFRICAN STORIES^                                        01747 22
*SETTING        SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                       01747 10
*MATERIALS      BLANK                                                      01747  5
*LEVEL          ALL GRADES                                                 01747  8
*GENERAL        ALL CANDIDATES                                             01747  7
```

```
*HOURS          1100                                                    01747  6
*EVALUATION     RESPONDS TO HEURISTIC QUESTIONS VOLUNTARILY, WITH       01747 27
                AWARENESS OF THE CONTENT OF THE FOLKTALES BEING DISCUSSED 01747 28
                AND WITH DISCRIMINATION AS TO THE STYLISTIC CLUES TO THE 01747 29
                VALUE-CONTENT OF THE LITERATURE,                        01747 30
*FILE           FOLKLORE  STYLE  DISCUSSION                             01747  9
```

```
*OBJECTIVES     BECOME AWARE OF THE DECLAMATORY STYLE OF THE STORY-TELLER,01748 21
                BECOME AWARE OF THE FLEXIBLE COMBINATION OF INCIDENTS IN 01748 22
                AFRICAN FOLKTALES,  BECOME SENSITIVE TO THE MANNER IN   01748 23
                WHICH INCIDENTS ARE MOLDED AROUND A THEME APPROPRIATE TO 01748 24
                THE STORY-TELLING OCCASION,                             01748 25
*PREREQUISITE   PRECEDING MODULES,                                      01748 26
*EXPERIENCE     LISTEN TO A RECORDING OF AN AFRICAN STORY-TELLER TELLING 01748 11
                A FOLK-TALE IN HIS OWN LANGUAGE AND IN HIS OWN SOCIAL   01748 12
                CONTEXT,  READ A PARALLEL ENGLISH TRANSLATION OF THE STORY01748 13
                WHILE IT IS BEING TOLD,  OBSERVE RHYTHMIC STRUCTURE OF THE01748 14
                LINES, STRUCTURAL PARALLELISM,  OBSERVE THE RELATIONSHIP 01748 15
                OF THE THEME TO THE STORY-TELLING OCCASION,  MARK THE   01748 16
                PRINTED TEXT TO INDICATE THE DIVISION OF THE TALE INTO  01748 17
                INCIDENTS,  OBSERVE ANY RESPONSES OF THE AUDIENCE, SUCH AS01748 18
                LAUGHTER, VERBAL RESPONSES, HAND-CLAPPING OR SINGING OF 01748 19
                REFRAINS OR (CHORUS( RESPONSES,                         01748 20
*SETTING        INDEPENDENT  COLLEGE                                    01748 10
*MATERIALS      TAPE OR RECORD MADE IN THE FIELD,  ENGLISH TRANSLATION ON 01748  5
                INDIVIDUAL COPIES,  AVAILABLE IN INDIVIDUAL CARRELS,    01748
*LEVEL          ALL GRADES                                              01748  8
*GENERAL        ALL CANDIDATES                                          01748  7
*HOURS          0130                                                    01748  6
*EVALUATION     IS ABLE TO READ AFRICAN FOLKTALES WITH SENSITIVITY TO   01748 27
                THEIR ORAL FORM; BE ABLE TO AURALLY IMAGINE THE SOUND OF 01748 28
                THE ORAL ORIGINAL OF WRITTEN AND TRANSLATED FOLKTALES,  IS01748 29
                ABLE TO TELL AN AFRICAN FOLKTALE WITH SOME APPROACH TO THE01748 30
                DECLAMATORY VIGOR OF AN AFRICAN STORYTELLER AS REQUIRED 01748 31
                IN MODULE 1748,                                         01748 32
*FILE           FOLKLORE  RECORDING  STORY-TELLING                      01748  9
```

```
*OBJECTIVES     BECOME AWARE OF THE STORY CONTENT OF A NUMBER OF AFRICAN 01749 23
                FOLKTALES,  BECOME ABLE TO CHARACTERIZE FOLKTALES AS TO 01749 24
                THEME AND SOCIAL FUNCTION,  RESPOND TO AFRICAN FOLKTALES 01749 25
                WITH A DEGREE OF SATISFACTION AND ENJOYMENT,            01749 26
*PREREQUISITE   PRECEDING MODULES,                                      01749 27
*EXPERIENCE     READ;  TEN OR TWELVE FOLKTALES OF DISTRIBUTED THEME AND 01749 11
                FUNCTION AND FROM SEVERAL DIFFERENT ETHNIC ORIGINS WITHIN 01749 12
                SUB-SAHARAN AFRICA,  WRITE;  A RECORD OF FOLKTALES READ 01749 13
                LISTING FOR EACH TALE; ITS ETHNIC ORIGIN, ITS THEME, AND 01749 14
                ITS PRIMARY AND SUBSIDIARY SOCIAL FUNCTIONS,            01749 15
                BIBLIOGRAPHIC REFERENCES; HERSKOVITS, THE DAHOMEAN      01749 16
                NARRATIVE, OP, CIT,  BEIER, ULLI, THE ORIGIN OF LIFE AND 01749 17
                DEATH, LONDON, HEINEMANN EDUCATIONAL BOOKS, 1966,  RADIN, 01749 18
                P,, AFRICAN FOLKTALES AND SCULPTURE, NEW YORK, PANTHEON, 01749 19
                1952,  FROBENIUS, L,, AND FOX, D,, AFRICAN GENESIS, LONDON01749 20
                FABER AND FABER OR OTHER FOLKTALE SOURCES IDENTIFIED BY 01749 21
                THE INSTRUCTOR,                                         01749 22
*SETTING        INDEPENDENT  COLLEGE                                    01749 10
```

```
*MATERIALS     BLANK                                                  01749  5
*LEVEL         ALL GRADES                                             01749  8
*GENERAL       ALL CANDIDATES                                         01749  7
*HOURS         2:30                                                   01749  6
*EVALUATION    ES ABLE TO RETELL A STORY OR STORY IN ENGLISH WITH     01749 28
               VITALITY OF STYLE AND LANGUAGE, AS REQUIRED IN MODULE 174801749 29
*FILE          AFRICAN FOLKTALES  READING  SOCIAL FUNCTION + THEME    01749  9
```

```
*OBJECTIVE     CREATE AWARENESS OF AND SENSITIVITY TO THE SOCIAL CONTEXT 01750 21
               OF AFRICAN STORY-TELLING, DEVELOP A WILLINGNESS TO     01750 22
               RESPOND TO THE STORY-TELLING EXPERIENCE, DEVELOP A     01750 23
               SATISFACTION IN RESPONSE TO AFRICAN ORAL LITERATURE BY 01750 24
               BECOMING SUBJECTIVELY INVOLVED IN THE STORY-TELLING    01750 25
               PROCESS, DEVELOP THE TECHNIQUE OF STORY-TELLING AS AN  01750 26
               IMPORTANT SKILL FOR ELEMENTARY TEACHERS,               01750 27
*PREREQUISITE PRECEDING MODULES,                                      01750 28
*EXPERIENCE    PARTICIPATE IN A GROUP STORY-TELLING SESSION IN WHICH  01750 11
               STUDENTS RE-TELL STORIES THEY HAVE READ, OTHER STUDENTS 01750 12
               IN THE GROUP WILL CONSTITUTE THE AUDIENCE, SETTING FOR 01750 13
               THIS EXPERIENCE SHOULD BE AS INFORMAL AS POSSIBLE,     01750 14
               STUDENTS SEATED IN A CIRCLE ON LOW SEATS OR BENCHES,   01750 15
               RECORDINGS OF AFRICAN MUSIC CAN BE PLAYED AS STUDENTS  01750 16
               ASSEMBLE TO CREAT A CONTEXT FOR STORY-TELLING, THE     01750 17
               ATTEMPT HERE IS NOT TO [IMITATE AFRICA[, BUT TO ESTABLISH 01750 18
               A SOCIAL SETTING ANALOGOUS TO THAT IN WHICH AFRICAN STORY-01750 19
               TELLING TAKES PLACE,                                   01750 20
*SETTING       SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                   01750 10
*MATERIALS     RECORDING AND RDPRODUCING EQUIPMENT IF DESIRED,        01750  5
*LEVEL         ALL GRADES                                             01750  8
*GENERAL       ALL CANDIDATES                                         01750  7
*HOURS         1:00                                                   01750  6
*EVALUATION    IS ABLE TO TELL AN AFRICAN FOLKTALE WITH VITALITY OF STYLE01750 29
               AND LANGUAGE, INCLUDES SOCIALLY-FUNCTIONAL ELEMENTS IN 01750 30
               THE STORY,I,E, MORAL, EXPLANATION OF TRADITION,        01750 31
               EXPLANATION OF NATURAL PHENOMENON, ETC, RESPONDS       01750 32
               ATTENTIVELY AS A LISTENER,                             01750 33
*FILE          FOLKLORE  STORY-TELLING  SOCIAL CONTEXT                01750  9
```

```
*OBJECTIVES    DEVELOP SELECTED ATTENTION TO, AND WILLINGNESS TO RESPOND 01751 34
               TO, THE PLACE OF ORAL LITERATURE, MUSIC AND DANCING IN THE01751 35
               LIFE OF AN INDIGENOUS COMMUNITY, CHARACTERIZE THE VALUES 01751 36
               OF THE INDIGENOUS COMMUNITY AS THEY ARE REFLECTED IN THE 01751 37
               NOVEL AND AS THEY ARE JUXTAPOSED BY THE AUTHOR WITH    01751 38
               EUROPEAN IDEAS OF VALUE,                               01751 39
*PREREQUISITE PREVIOUS MODULES,                                       01751 40
*EXPERIENCE    READ: ACHEBE, CHINUA, ARROW OF GOD, LONDON, HEINEMANN, 017[illegible] 11
               1964, THIS WORK SHOULD BE READ, FIRST OF ALL, AS A     01751 12
               LITERARY EXPRESSION, IT IS A MODERN AFRICAN NOVELIST≤S 01751 13
               PORTRAYAL OF THE LIFE AND VALUES OF HIS OWN PEOPLE AT THE 01751 14
               POINT WHEN THE INDIGENOUS WAY OF LIFE WAS JUST BEGINNING 01751 15
               TO BE UPSET BY CONTACTS WITH A EUROPEAN COLONIAL       01751 16
               ADMINISTRATION, THE HUMAN PROBLEM CREATED BY THIS INITIAL01751 17
               CONFRONTATION IS THE CENTRAL THEME, AT THE SAME TIME, MR 01751 18
               ACHEBE HAS DESCRIBED HIMSELF AS A DIDACTIC NOVELIST,   01751 19
               ARROW OF GOD IS A MEANS BY WHICH THE [NOVELIST AS TEACHER[01751 20
               TO USE ACHEBE≤S PHRASE, ATTEMPTS TO PRESERVE FOR THE NEW 01751 21
               GENERATION OF AFRICANS AS AUTHENTIC A PICTURE AS HE IS 01751 22
               ABLE TO CREATE OF THE PATTERNS OF PRE-EUROPEAN LIFE, THE 01751 23
               NOVEL IS USEFUL, THEREFORE, AS A MEANS OF IDENTIFYING  01751 24
```

```
                INDIGENOUS AFRICAN VALUES AND THEIR MANIFOLD EXPRESSIONS, 01751 25
                THE NOVEL IS USED, THEREFORE, AS A TEXTBOOK, BUT THIS IS  01751 26
                IN NO WAY TO VIOLATE THE AUTHORSS PURPOSE,  LIST:         01751 27
                INCIDENTS IN THE NOVEL IN WHICH LITERARY, MUSICAL, OR     01751 28
                DANCE RESPONSES ARE DESCRIBED,  CHARACTERIZE, IN A        01751 29
                SENTENCE OR TWO, EACH RESPONSE AS TO THE SOCIAL PURPOSE   01751 30
                OF THE EXPRESSION AND THE HUMAN EMOTION REFLECTED IN IT,  01751 31
                LIST:  IBO PROVERBS REPEATED IN THE NOVEL AND IDENTIFY THE01751 32
                SOCIAL VALUE WHICH THE PROVERB REINFORCES,                01751 33
*SETTING        INDEPENDENT  COLLEGE                                      01751 10
*MATERIALS      INDIVIDUAL COPIES OF THE NOVEL,                           01751  5
*LEVEL          ALL GRADES                                                01751  8
*GENERAL        ALL CANDIDATES                                            01751  7
*HOURS          6:00                                                      01751  6
*EVALUATION     IS ABLE TO RESPOND WITH DISCRIMINATION IN THE SUBSEQUENT  01751 41
                DISCUSSION, MODULE 1752,  MAKES COMPLETE AND ACCURATE     01751 42
                LISTS AND INTERPRETATIONS AS REQUIRED,                    01751 43
*FILE           ACHEBE  VALUES  EXPRESSIONS                               01751  9
```

```
*OBJECTIVES     BECOME AWARE OF THE INTERRELATEDNESS OF MUSIC AND LANGUAGE01752 26
                IN AFRICAN MUSIC AND POETRY,                              01752 27
*PREREQUISITE PRECEDING MODULES,                                          01752 28
*EXPERIENCE     LISTEN TO LECTURE:  AFRICAN MUSIC, POETRY, AND DANCE:     01752 11
                FIRST SUBTOPIC,  MUSIC AND LANGUAGE:  THE TONAL NATURE    01752 12
                OF MOST SUB-SAHARAN AFRICAN LANGUAGES ESTABLISHES THE     01752 13
                MELODIC PATTERN OF MUSIC,  TONAL WORDS SUNG TO NON-       01752 14
                COMPATIBLE MUSIC, AS IN THE CASE OF CHRISTIAN HYMNS       01752 15
                TRANSLATED INTO THE AFRICAN LANGUAGE BUT SUNG TO          01752 16
                TRADITIONAL WESTERN MELODIES, ARE RENDERED NONSENSE OR    01752 17
                EVEN OBSCENE,  ISSUSTRATE THE PRIMARY POINT WITH LANGUAGE 01752 18
                RECORDING AND SONG RECORDING,  CONVERSELY, THE TONAL      01752 19
                ELEMENTS OF SPEECH PRODUCED BY MUSICAL INSTRUMENTS CAN    01752 20
                CONVEY VERBAL MEANINGS,  EXAMPLE AND ELLUSTRATION: THE    01752 21
                [TALKING[ DRUM OR FLUTE,  WHEN RHYTHMIC REPETITION,       01752 22
                PARALLELISM, AND IMAGERY ARE ADDED TO AFRICAN SPEECH, THE 01752 23
                RESULT IS A SONG-POEM,  ILLUSTRATE WITH RECORDING AND     01752 24
                PARALLEL TRANSLATION,                                     01752 25
*SETTING        LARGE GROUP  COLLEGE                                      01752 10
*MATERIALS      RECORDINGS OF AFRICAN SONGS AND INSTRUMENTAL MUSIC,       01752  5
*LEVEL          ALL GRADES                                                01752  8
*GENERAL        ALL CANDIDATES                                            01752  7
*HOURS          0:40                                                      01752  6
*EVALUATION     READS AFRICAN POETRY AND LISTENS TO AFRICAN MUSIC WITH    01752 29
                DISCRIMINATION AS TO THE RELATIONSHIPS OF MUSIC AND       01752 30
                LANGUAGE,                                                 01752 31
*FILE           MUSIC  POETRY  DANCE                                      01752  9
```

```
*OBJECTIVES     BECOME AWARE OF THE OCCASIONS IN INDIGENOUS AFRICAN LIFE  01753 16
                WHICH PROMPT THE PRODUCTION OF MUSIC,  TO LISTEN TO       01753 17
                AFRICAN MUSIC WITH DISCRIMINATION AS TO ITS SOCIAL        01753 18
                MOTIVATION AND FUNCTION,                                  01753 19
*PREREQUISITE PRECEDING MODULES,                                          01753 20
*EXPERIENCE     LISTEN TO LECTURE: AFRICAN MUSIC, POETRY, AND DANCE:      01753 11
                SECOND OCCASIONS FOR MUSICAL BEHAVIOR IN INDIGENOUS       01753 12
                AFRICAN SOCIETIES,  RELIGIOUS CEREMONIAL SIGNIFICANT HUMAN01753 13
                EVENTS: BIRTH, INITIATION, MARRIAGE, DEATH, WORK          01753 14
                ENTERTAINMENT                                             01753 15
*SETTING        LARGE GROUP  COLLEGE                                      01753 10
*MATERIALS      BLANK                                                     01753  5
*LEVEL          ALL GRADES                                                01753  8
*GENERAL        ALL CANDIDATES                                            01753  7
*HOURS          0:10                                                      01753  6
*EVALUATION     LISTENS TO AFRICAN MUSIC OR READS TRANSLATED SONG-POEMS   01753 21
```

```
              WITH DISCRIMINATION AS TO THEIR SOCIAL MOTIVATION AND       01753 22
              FUNCTION,  SATISFACTORILY COMPLETES LISTS REQUIRED IN       01753 23
              MODULE 1749                                                 01753 24
*FILE         MUSIC  POETRY  DANCE                                        01753  9
```

```
*OBJECTIVES   BECOMES AWARE OF THE INTERRELATEDNESS OF MUSIC AND THE      01754 35
              DANCE IN INDIGENOUS AFRICAN EXPRESSION,  BECOMES AWARE OF   01754 36
              THE RHYTHMIC QUALITY OF AFRICAN MUSIC AND ITS RELATIONSHIP01754 37
              TO THE TECHNIQUE OF THE DANCER,  RESPONDS WITH              01754 38
              DISCRIMINATION, APPRECIATION AND SATISFACTION IN LISTENING01754 39
              TO AFRICAN MUSIC,                                           01754 40
*PREREQUISITE PRECEDING MODULES,                                          01754 41
*EXPERIENCE   LISTEN TO LECTURE; AFRICAN MUSIC, POETRY AND DANCE; THIRD  01754 11
              SUBTOPIC,  MUSIC AND THE DANCE; AFRICAN MUSIC IS            01754 12
              [PARTICIPATORY[, WHICH IS TO SAY THAT THE AUDIENCE IS       01754 13
              INVOLVED IN THE PERFORMANCE,  THIS IS IN CONTRAST WITH THE01754 14
              WESTERN AUDIENCE OF CONNOISSEUR LISTENERS,  IT HAS WESTERN01754 15
              PARALLELS HOWEVER IN MODERN POPULAR SINGING AND             01754 16
              INSTRUMENTAL GROUP MUSIC IN WHICH AN EFFECT IS THE          01754 17
              INVOLVEMENT OF THE AUDIENCE,  THE PRIMARY MODE OF           01754 18
              INVOLVEMENT IN AFRICAN MUSIC IS DANCING, OFTEN COMBINED     01754 19
              WITH REFRAIN-RESPONSES IN SINGING,  THE RHYTHMS OF AFRICAN01754 20
              MUSIC ARE COMPLEX WITH THREE, FOUR OR MORE INSTRUMENTAL     01754 21
              RHYTHMS BEING PLAYED CONCURRENTLY AND HARMONIOUSLY,         01754 22
              COORDINATED BY A BASIC METRONOME BEAT,  THE AIM IN DANCING01754 23
              IS TO FOLLOW EACH OF THE RHYTHMS WITH MOVEMENT OF SOME      01754 24
              PART OF THE BODY,  MEANINGS IN THE DANCE ARE BOTH           01754 25
              OBJECTIVE AND SUBJECTIVE,  SOMETIMES IT IS FRANKLY          01754 26
              MIMETIC, PERHAPS MORE OFTEN IT IS SUBJECTIVE AND            01754 27
              EXPRESSIVE,  THIS WOULD VARY WITH THE OCCASION,  DANCES OF01754 28
              FOREST PEOPLES SEEM TO BE [EARTH ORIENTED[, THE DANCERS     01754 29
              OBVIOUSLY FEELING THE INTIMATE CONTACT OF EARTH WITH THE    01754 30
              FEET AND THE GRAVITATIONAL PULL OF THE BODY TOWARD THE      01754 31
              EARTH,  THE MIMESIS IS OFTEN FRANKLY SEXUAL,  IF            01754 32
              AVAILABLE, A FILM OF AFRICAN DANCERS WILL SERVE TO          01754 33
              ILLUSTRATE,                                                 01754 34
*SETTING      SMALL GROUP 21-12 STUDENTS+  COLLEGE                        01754 10
*MATERIALS    MUSICAL RECORDINGS, SHORT FILM CLIP OF DANCERS,             01754  5
*LEVEL        ALL GRADES                                                  01754  8
*GENERAL      ALL CANDIDATES                                              01754  7
*HOURS        1!00                                                        01754  6
*EVALUATION   FEELS A DESIRE TO MOVE RHYTHMICALLY IN RESPONSE TO HEARING01754 42
              AFRICAN MUSIC,  ARTICULATES HIS DISCRIMINATION OF FORMAL    01754 43
              RHYTHMIC PATTERNS IN MUSIC,                                 01754 44
*FILE         MUSIC  POETRY  DANCE                                        01754  9
```

```
*OBJECTIVES   TO BECOME AWARE OF THE TYPES AND CLASSES OF MUSICAL         01755 39
              INSTRUMENTS AND THEIR FUNCTION IN ORCHESTRATION,  BECOME    01755 40
              AWARE OF THE NATURE OF MUSICAL SKILLS DISPLAYED BY AFRICAN01755 41
              MUSICIANS,  LISTEN TO INDIGENOUS AFRICAN MUSIC WITH         01755 42
              DISCRIMINATION AS TO ITS TECHNICAL QUALITIES,  APPRECIATE  01755 43
              THE TECHNICAL SOPHISTICATION OF AFRICAN MUSIC,              01755 44
*PREREQUISITE PRECEDING MODULES,                                          01755 45
*EXPERIENCE   LISTEN TO LECTURE; AFRICAN MUSIC, POETRY, AND DANCE;        01755 11
              FOURTH SUBTOPIC,  AFRICAN MUSICIANS AND THEIR INSTRUMENTS,01755 12
              SINCE MUSIC IS PARTICIPATORY, ALL MEMBERS OF THE SOCIETY    01755 13
              ARE EXPECTED TO HAVE SOME PERFORMANCE SKILLS,  THIS         01755 14
              SUGGESTS AN ASPECT OF INDIGENOUS EDUCATION,  VIRTUOSO       01755 15
              PERFORMERS EMERGE; SINGERS, DRUMMERS, DANCERS, ETC,  THEY  01755 16
```

```
               ARE PROFESSIONAL, IN THAT THEY ARE PAID FOR THEIR       01755 17
               PERFORMANCE, BUT THEY STILL SUPPORT THEMSELVES WITHIN THE 01755 18
               REGULAR LOCAL ECONOMY,  OCCASIONALLY, THEY ARE ACCORDED A 01755 19
               PARTICULAR RELIGIOUS CULT STATUS,  MUSICAL INSTRUMENTS  01755 20
               OTHER THAN THE HUMAN VOICE: AFRICAN MUSICAL INSTRUMENTS, 01755 21
               SIGNIFICANTLY, REPRESENT POSSIBLY THE HIGHEST DEVELOPMENT 01755 22
               OF INDIGENOUS TECHNOLOGY,  INSTRUMENTS ARE NOT TECHNICALLY01755 23
               STANDARDIZED AS TO PITCH AND TIMBRE,  DIFFERENT MUSICAL 01755 24
               INSTRUMENTS ARE INTRODUCED INTO ORCHESTRATION TO VARY AND 01755 25
               EMBELLISH PITCH, TIMBRE AND RHYTHM OF MUSIC,  CLASSES OF 01755 26
               AFRICAN MUSICAL INSTRUMENTS,  LIST AND ILLUSTRATE WITH  01755 27
               PICTURES OR ACTUAL EXAMPLES,  IDIOPHONES: SLIT DRUM,    01755 28
               GOURDS FOR SHAKING, XYLOPHONES: WITH AND WITHOUT        01755 29
               RESONATORS,  CHORDOPHONES: STRINGED INSTRUMENTS FOR     01755 30
               PLUCKING, BOWING OR RUBBING, THE [FINGER PIANO[,        01755 31
               MEMBRANOPHONES: LEATHER-HEADED DRUMS,  AEROPHONES: FLUTES,01755 32
               POTTERY JUGS FOR BLOWING,  LISTEN TO RECORDING OF FULL  01755 33
               ORCHESTRATION,  IDENTIFY [MALE[ AND [FEMALE[ VOICES,  MALE01755 34
               VOICES ARE HIGHER-PITCHED AND PENETRATING; FEMALE ARE   01755 35
               DEEPER, SOFTER, MORE RESONANT, INVERSELY TO THE WESTERN 01755 36
               CONCEPT,  NOTICE THE COMPLEXITY OF RHYTHM IN            01755 37
               ORCHESTRATION: FOR EXAMPLE A 2 AGAINST 3 BEAT,          01755 38
*SETTING       LARGE GROUP  COLLEGE                                    01755 10
*MATERIALS     MUSICAL INSTRUMENTS OR PICTURES OF INSTRUMENTS,         01755  5
               INSTRUMENTAL RECORDINGS,                                01755
*LEVEL         ALL GRADES                                              01755  8
*GENERAL       ALL CANDIDATES                                          01755  7
*HOURS         0:40                                                    01755  6
*EVALUATION    LISTENS TO AFRICAN INSTRUMENTAL MUSIC WITH TOLERANCE AND 01755 46
               DISCRIMINATION AS TO ITS TECHNICAL QUALITY,  IS ABLE TO 01755 47
               DISCUSS TECHNICAL ASPECTS OF AFRICAN MUSIC AS REQUIRED IN 01755 48
               MODULE 032,                                             01755 49
*FILE          MUSIC  POETRY  DANCE                                    01755  9
```

```
*OBJECTIVES    BECOME SENSITIVE TO AND APPRECIATIVE OF THE             01756 21
               INTERRELATIONSHIP OF MUSIC, LANGUAGE AND THE DANCE,     01756 22
               BECOME AWARE OF AND SENSITIVE TO THE HIGH DEGREE OF     01756 23
               SOPHISTICATION AND VIRTUOSO ARTISTRY WHICH CAN BE       01756 24
               EXPRESSED IN AFRICAN MUSICAL PERFORMANCE,               01756 25
*PREREQUISITE PRECEDING MODULES,                                       01756 26
*EXPERIENCE    LISTEN TO RECORDING OF AFRICAN MUSIC,  INSTRUMENTAL MUSIC,01756 11
               SINGING AND THE DANCE SOMETIMES COMBINE ON RITUAL       01756 12
               OCCASIONS IN A TYPE OF FOLK-OPERA,  THIS IS FORMALIZED TO 01756 13
               GREATER OR LESSER EXTENTS AMONG DIFFERENT GROUPS,       01756 14
               PROFESSOR R,G, ARMSTRONG OF THE INSTITUTE OF AFRICAN    01756 15
               STUDIES, THE UNIVERSITY OF IBADAN, IBADAN, NIGERIA, HAS 01756 16
               RECORDED A VERY RARE AND BEAUTIFUL FUNERAL CEREMONY USED 01756 17
               AMONG THE IDOMA TRIBE OF NIGERIA,  IT FEATURES A FEMALE 01756 18
               VOCALIST OF VIRTUOSO QUALITY AND IS ILLUSTRATIVE OF THE 01756 19
               POINT OF THIS MODULE,                                   01756 20
*SETTING       SMALL GROUP ≥1-12 STUDENTS*  COLLEGE                    01756 10
*MATERIALS     AN ILLUSTRATIVE RECORDING, THE ONE MENTIONED OR ETHNIC  01756  5
               FOLKWAYS                                                01756
*LEVEL         ALL GRADES                                              01756  8
*GENERAL       ALL CANDIDATES                                          01756  7
*HOURS         0:20                                                    01756  6
*EVALUATION    LISTENS TO INDIGENOUS AFRICAN MUSIC WITH TOLERANCE AND  01756 27
               WITH SENSITIVITY TO THE INTERRELATIONSHIP OF MUSIC,     01756 28
               LANGUAGE, AND THE DANCE,                                01756 29
*FILE          MUSIC  POETRY  DANCE,                                   01756  9
```

```
*OBJECTIVES     BECOME AWARE OF THE VARIETY OF AFRICAN ARTISTIC            01757 13
                EXPRESSION,  BECOME SENSITIVE TO FUNCTION, SOCIAL          01757 14
                SIGNIFICANCE, AND STYLE IN VIEWING AFRICAN ART,            01757 15
                SYNTHESIZE VISUAL AND VERBAL INFORMATION CONCERNING        01757 16
                AFRICAN INDIGENOUS SOCIAL VALUES,  CHARACTERIZE AFRICAN    01757 17
                PRINCIPLES OF AESTHETIC VALUE,                             01757 18
*PREREQUISITE   PREVIOUS MODULES,                                          01757 19
*EXPERIENCE     PARTICIPATE IN LECTURE-DISCUSSION OF INDIGENOUS SUB-       01757 11
                SAHARAN AFRICAN ART,                                       01757 12
*SETTING        SMALL GROUP ≥1-12 STUDENTS,  COLLEGE                       01757 10
*MATERIALS      BLANK                                                      01757  5
*LEVEL          ALL GRADES                                                 01757  8
*GENERAL        ALL CANDIDATES                                             01757  7
*HOURS          1:00                                                       01757  6
*EVALUATION     IS ABLE TO VIEW AFRICAN ART WITH DISCRIMINATION AS TO      01757 20
                FUNCTION, SOCIAL SIGNIFICANCE AND STYLE,  TOLERATES AND    01757 21
                APPRECIATES AFRICAN ART,  RESPONDS WITH SATISFACTION TO    01757 22
                VIEWING AFRICAN ART,  IS SENSITIVE TO THE MEANING AND      01757 23
                VALUE OF AFRICAN ART TO THE AFRICAN,                       01757 24
*FILE           ART  LECTURE  DISCUSSION                                   01757  9
```

```
*OBJECTIVES     BECOME AWARE OF THE FUNCTIONAL NATURE OF INDIGENOUS         01758 20
                AFRICAN ART AND THE INTERRELATIONSHIP BETWEEN FUNCTION,     01758 21
                SOCIAL SIGNIFICANCE AND STYLE,                              01758 22
*PREREQUISITE   PREVIOUS MODULES                                            01758 23
*EXPERIENCE     PARTICIPATE IN LECTURE-DISCUSSION OF INDIGENOUS SUB-        01758 11
                SAHARAN AFRICAN ART; INSTRUCTORSS INTRODUCTION TO THE       01758 12
                TOPIC,  THE FUNCTIONAL NATURE OF INDIGENOUS AFRICAN ART;    01758 13
                WHILE PURELY AESTHETIC VALUES ARE IMPORTANT TO THE          01758 14
                INDIGENOUS ARTIST AND HIS PATRONS, THE AESTHETIC VALUE IS   01758 15
                INTEGRAL WITH THE TECHNICAL FUNCTION OF THE ARTIFACT AND    01758 16
                THE SOCIAL VALUE ATTACHED TO IT,  AFRICAN ART SHOULD,       01758 17
                THEREFORE, BE DISCUSSED WITH REFERENCE TO ALL THREE         01758 18
                ASPECTS; FUNCTION, SOCIAL SIGNIFICANCE, AND STYLE,          01758 19
*SETTING        SMALL GROUP ≥1-12 STUDENTS,  COLLEGE                        01758 10
*MATERIALS      BLANK                                                       01758  5
*LEVEL          ALL GRADES                                                  01758  8
*GENERAL        ALL CANDIDATES                                              01758  7
*HOURS          0:10                                                        01758  6
*EVALUATION     IS ABLE TO VIEW AFRICAN ART WITH DISCRIMINATION AS TO THE   01758 24
                INTEGRITY OF FUNCTION, SOCIAL SIGNIFICANCE AND STYLE,       01758 25
                REFLECTS THIS ABILITY IN THE PERFORMANCE OF MODULE 1961,    01758 26
*FILE           ART  LECTURE  DISCUSSION                                    01758  9
```

```
*OBJECTIVES     BECOME AWARE OF THE VARIETY OF FORMS AND MEDIA OF ARTISTIC01759 19
                EXPRESSION,  BECOME SENSITIVE TO THE ELEMENT OF FUNCTION    01759 20
                IN MOST, IF NOT ALL, AFRICAN ART,                           01759 21
*PREREQUISITE   PRECEDING MODULE,                                           01759 22
*EXPERIENCE     PARTICIPATE IN LECTURE-DISCUSSION OF INDIGENOUS SUB-        01759 11

                SAHARAN AFRICAN ART,  VIEW AND DISCUSS A SERIES OF          01759 12
                PHOTOGRAPHIC SLIDES OF INDIGENOUS SUB-SAHARAN AFRICAN ART,01759 13
                1, THE SCULPTURED HUMAN FIGURE,  2, THE MASK, CULT OBJECTS01759 14
                3, BRONZE AND TERRA-COTTA HEAD,  4, DECORATED UTILITARIAN  01759 15
                OBJECTS SUCH AS; POTTERY CALABASH CONTAINERS BASKETRY      01759 16
                TEXTILES COMPOUND DOORS CANOE PADDLES 5, BODY DECORATION;  01759 17
                TATTOO, CICATRIZATION, HAIRDRESSING,                       01759 18
*SETTING        SMALL GROUP ≥1-12 STUDENTS,  COLLEGE                       01759 10
*MATERIALS      BLANK                                                      01759  5
 *LEVEL         ALL GRADES
 *GENERAL       ALL CANDIDATES                                             01759  8
 *HOURS         0:40                                                       01759  7
                                                                           01759  6
*EVALUATION     IS ABLE TO VIEW AFRICAN ART WITH DISCRIMINATION AS TO THE  01759 23
                INTEGRITY OF FUNCTION, SIGNIFICANCE AND STYLE,  REFLECTS   01759 24
                THIS ABILITY IN THE PERFORMANCE OF MODULE 1761             01759 25
*FILE           ART  PHOTOGRAPHS  DISCUSSION                               01759  9
```

```
*OBJECTIVES    SYNTHESIZE VERBAL AND VISUAL EXPERIENCES OF PREVIOUS        01760 16
               MODULES,  BECOME AWARE OF STYLISTIC ELEMENTS IN AFRICAN    01760 17
               SCULPTURE,  CHARACTERIZE AFRICAN SCULPTURE STYLISTICALLY   01760 18
               IN COMPARISON WITH COMPARABLE STYLES IN WESTERN ART,       01760 19
               DISCRIMINATE WITH RESPECT TO STYLE IN VIEWING AFRICAN ART,01760 20
*PREREQUISITE  PRECEDING MODULES,                                         01760 21
*EXPERIENCE    READ: FAGG, W, AND PLASS, M,, AFRICAN SCULPTURE, NEW YORK,01760 11
               E,P,DUTTON, 1964, ≥DUTTON VISTA PAPERBACK+ LIST: THE       01760 12
               CATEGORIES OF STYLE WITHIN WHICH THE AUTHORS CLASSIFY      01760 13
               AFRICAN SCULPTURES,  THE DISTINGUISHING FEATURES OF EACH   01760 14
               STYLE CATEGORY,                                            01760 15
*SETTING       INDEPENDENT  COLLEGE                                       01760 10
*MATERIALS     BLANK                                                      01760  5
*LEVEL         ALL GRADES                                                 01760  8
*GENERAL       ALL CANDIDATES                                             01760  7
*HOURS         4:00                                                       01760  6
*EVALUATION    IS ABLE TO COMPLETE THE REQUISITE LISTS COMPLETELY AND     01760 22
               CORRECTLY,  IS ABLE TO VIEW AFRICAN ART WITH               01760 23
               DISCRIMINATION AS TO STYLE,  REFLECTS THIS ABILITY IN THE  01760 24
               PERFORMANCE OF MODULE 1761                                 01760 25
*FILE          ART  SCULPTURE  READING                                    01760  9
```

```
*OBJECTIVES    BE ABLE TO ANALYZE, SYNTHESIZE AND DISCRIMINATE WITH       01761 17
               RESPECT TO FUNCTION, SIGNIFICANCE, AND STYLE IN VIEWING    01761 18
               AFRICAN ART,  RESPOND WITH TOLERANCE AND SATISFACTION IN   01761 19
               CONFRONTATION WITH NON-WESTERN EXPRESSIONS IN ART,         01761 20
*PREREQUISITE  PRECEDING MODULES,                                         01761 21
*EXPERIENCE    VIEW A MUSEUM COLLECTION OF SUB-SAHARAN AFRICAN ART,       01761 11
               RESPOND TO THE VIEWING EXPERIENCE BY SELECTING ON OBJECT   01761 12
               IN THE EXHIBIT AND DISCUSSING IT IN WRITING WITH RESPECT   01761 13
               TO ITS FUNCTION, ITS SOCIAL SIGNIFICANCE AND ITS STYLISTIC01761 14
               QUALITIES,  COMPARE AND CONTRAST WITH OTHER ITEMS IN THE   01761 15
               EXHIBIT,                                                   01761 16
*SETTING       INDEPENDENT  COLLEGE                                       01761 10
*MATERIALS     TRAVELLING ART EXHIBIT OR ACCESS TO A MUSEUM COLLECTION,   01761  5
*LEVEL         ALL GRADES                                                 01761  8
*GENERAL       ALL CANDIDATES                                             01761  7
*HOURS         4:00                                                       01761  6
*EVALUATION    PRODUCES A WRITTEN RESPONSE WHICH REFLECTS A DEGREE OF     01761 22
               DISCRIMINATORY SOPHISTICATION,  IN WRITTEN RESPONSE,       01761 23
               REFLECTS A DEGREE OF SATISFACTION IN RESPONSE,  IS ABLE TO01761 24
               STATE OBJECTIVELY REASONS FOR RESPONDING OR FAILING TO     01761 25
               RESPOND WITH SATISFACTION TO AFRICAN ART,                  01761 26
*FILE          ART  COLLECTION  VIEWING                                   01761  9
```

```
*OBJECTIVES    TO CONCEPTUALIZE THE INTEGRITY OF THE BELIEF SYSTEM AND    01762 15
               ARTISTIC AND MUSICAL EXPRESSIONS IN AN AFRICAN SOCIETY,    01762 16
*PREREQUISITE  PREVIOUS MODULES,                                          01762 17
*EXPERIENCE    OPTIONAL AND DESIREABLE: VIEW MOTION PICTURE, ANCESTORS,   01762 11
               EASTERN NIGERIA INFORMATION SERVICE, 1962,  WRITE A        01762 12
               PARAGRAPH DESCRIBING THE SIGNIFICANCE OF THE EFIK [EKPO[   01762 13
               FIGURES,                                                   01762 14
*SETTING       LARGE GROUP  INDEPENDENT  COLLEGE                          01762 10
*MATERIALS     BLANK                                                      01762  5
*LEVEL         ALL GRADES                                                 01762  8
*GENERAL       ALL CANDIDATES                                             01762  7
*HOURS         1:00                                                       01762  6
*EVALUATION    IS ABLE TO WRITE A PARAGRAPH DESCRIBING THE TOTAL VALUE-   01762 18
               SIGNIFICANCE OF THE EKPO FIGURE,                           01762 19
*FILE          SOCIETY  RELIGION  ART                                     01762  9
```

AFRICAN HISTORY

The following modules are concerned with African history. While manifestly impossible in such a short time to give the subject comprehensive treatment, yet it is necessary in a experience of this kind to give some indication of the sweep of African history. Four fundamental purposes guide indication of the sweep of African history. Four fundamental purposes guide this brief survey:

1. To provide students with a sense of the grandeur which is found in Africa's historical past.

2. To convey the awareness that African history presents a picture of continuous change and movement, contrary to the notion so often held that, prior to the arrival of Europeans, African culture was static.

3. To introduce students to the significant problems of African historiography, particularly the identification of sources. African history is still in that uniquely exciting period of its development when large and basic questions are only beginning to be answered. It offers students the stimulation of working very closely behind the ground-breakers.

4. To accomplish a transition from the study of the indigenous world-view and its expressions into a concluding consideration of the modern milieu.

The modules themselves do little more than to suggest an outline. Since the material consists primarily of factual or theoretical data, to do more would involve the writing of entire lectures. To assist the instructor, attention is invited to the following bibliographic references, each of which contains its own extended bibliography:

Lystad, R. A. (Editor) The African World: A Survey of Social Research. London, Pall Mall Press, 1965.

This is an extremely useful reference for the instructor on many aspects of the course. At this point, the article of particular interest is that by J. D. Fage which comprises Chapter 2 of the book. It deals with the development of African history and the problems of historiography.

Davidson, Basil, African Kingdoms, New York, Time Incorporated, 1966.

This splendidly-illustrated and lucidly-written book is recommended for reading by students or for a browsing-self of Africana. It, too, is of usefulness beyond the subject of African history, having sound fundamental chapters on art, music and the dance.

Davidson, Basil, The African Past, Boston, Little, Brown and Co., 1964

This book is a collection of translations from original sources dating back to classical antiquity. It has a good introduction dealing with the identification of sources.

Davidson, Basil, Old Africa Rediscovered, London, Victor Gollancz Ltd., 1960.

Oliver, R., and Fage, J. D., A Short History of Africa, New York, New York University Press, 1963.

```
*OBJECTIVES    BECOME AWARE OF THE SOURCES FROM WHICH AFRICAN HISTORY     01763 24
               IS COMPILED AND THE PROBLEMS INVOLVED IN THE COMPILATION,  01763 25
               DIFFERENTIATE BETWEEN THE ASSUMPTIONS, PURPOSES AND        01763 26
               METHODS OF THE MODERN HISTORIAN OF AFRICA AND THE EARLIER  01763 27
               HISTORIANS WHO REGARDED HISTORY AS DEPENDENT UPON WRITTEN  01763 28
               SOURCES,                                                   01763 29
*PREREQUISITE PRECEDING MODULES,                                          01763 30
*EXPERIENCE    LISTEN TO LECTURE: PROBLEMS IN AFRICAN HISTORIOGRAPHY AND  01763 11
               SOURCES OF AFRICAN HISTORY, 1, THE PROBLEM OF SOURCES:     01763 12
               DOES HISTORY EXIST WHERE WRITING DOES NOT EXIST* THE       01763 13
               SIGNIFICANCE OF THE ANSWER TO THIS QUESTION FOR THE        01763 14
               DEVELOPMENT OF AFRICAN HISTORY, 2, THE WRITTEN SOURCES OF01763 15
               AFRICAN HISTORY: BIBLICAL, CLASSICAL, ARABIC, EXPLORATION  01763 16
               ACCOUNTS, MISSIONARY ACCOUNTS, COLONIAL RECORDS,           01763 17
               3, UNWRITTEN SOURCES: ORAL FOLKLORE, ARCHAEOLOGY,          01763 17
               COMPARATIVE LINGUISTICS, DIFFUSION OF CULTURE-TRAITS,      01763 18
               4, CONCLUSION: AFRICA HAS A HISTORY, AND THE NON-AFRICAN   01763 19
               WORLD HAS, SINCE ANTIQUITY, KNOWN MORE ABOUT IT THAN IT    01763 20
               KNEW THAT IT KNEW, INSTRUCTOR≤S BIBLIOGRAPHIC REFERENCE:   01763 21
               LYSTAD, R,A, ≥ED,+, THE AFRICAN WORLD, LONDON, PALL MALL   01763 22
               PRESS, 1965, CHA[illegible]TER 2, [HISTORY[, J,D, FAGE,    01763 23
*SETTING       SMALL GROUP ≥1-12 STUDENTS+ COLLEGE                        01763 10
*MATERIALS     BLANK                                                      01763  5
*LEVEL         ALL GRADES                                                 01763  8
*GENERAL       ALL CANDIDATES                                             01763  7
*HOURS         1:00                                                       01763  6
*EVALUATION    IS ABLE TO IDENTIFY WRITTEN AND UNWRITTEN SOURCES OF       01763 31
               AFRICAN HISTORY, READS AFRICAN HISTORY WITH                01763 32
               DISCRIMINATION AS TO THE SOURCES USED AND THE CRITICAL     01763 33
               PROBLEMS INVOLVED IN THEIR EVALUATION AND USE,             01763 34
*FILE          HISTORY HISTORIOGRAPHY SOURCES                             01763  9
```

```
*OBJECTIVES    DEVELOPS SPECIFIC KNOWLEDGE OF A PARTICULAR ASPECT OF      01764 19
               AFRICAN HISTORY, DEVELOPS KNOWLEDGE OF METHODOLOGY IN      01764 20
               INVESTIGATING THE AFRICAN PAST, SEVELOPS SATISFACTION      01764 21
               IN THE DISCOVERY OF INFORMATION CONCERNING THE AFRICAN     01764 22
               PAST,                                                      01764 23
*PREREQUISITE PRECEDING MODULES,                                          01764 24
*EXPERIENCE    CONDUCT LIBRARY RESEARCH AND WRITE A 1500-WORD REPORT ON   01764 11
               ONE OF THE FOLLOWING TOPICS OR A SIMILAR TOPIC APPROVED    01764 12
               BY THE INSTRUCTOR: ROCK PAINTINGS OF THE CENTRAL SAHARA    01764 13
               THE HISTORY OF ANCIENT GHANA, MALI, OR SONGHAI THE HISTORY01764 14
               OF ASHANTI THE KINGDOM OF DAHOMEY THE HISTORY OF THE       01764 15
               YORUBA STATES THE HISTORY AND CULTURE OF BENIN THE HISTORY01764 16
               OF ZIMBABWE ARAB COMMERCE WITH EAST AFRICA THE            01764 17
               ISLAMIZATION OF THE WESTERN SUDAN                         01764 18
*SETTING       INDEPENDENT  COLLEGE                                      01764 10
*MATERIALS     LIBRARY RESOURCES,                                        01764  5
*LEVEL         ALL GRADES                                                01764  8
*GENERAL       ALL CANDIDATES                                            01764  7
*HOURS         6:00                                                      01764  6
*EVALUATION    REPORTS SIGNIFICANT AND ACCURATE DATA,  ORGANIZES DATA    01764 25
               EFFECTIVELY,  SYNTHESIZES DATA INTO VIABLE CONCLUSIONS,   01764 26
*FILE          HISTORY  RESEARCH  REPORT                                 01764  9
```

```
*OBJECTIVES    BECOME AWARE OF THE ANCIENT HISTORY OF AFRICA IN THE      01765 15
               REGION OF THE UPPER NILE,  CHARACTERIZE THIS PHASE OF     01765 16
               AFRICAN HISTORY AS SIGNIFICANTLY RELATED TO THE HISTORY OF01765 17
               THE ANCIENT MEDITERRANEAN AND ANCIENT NEAR EAST,          01765 18
*PREREQUISITE PRECEDING MODULE,                                         01765 19
*EXPERIENCE    LISTEN TO LECTURE: KINGDOMS OF THE UPPER NILE AND HORN    01765 11
               1, EGYPT AND KUSH: CONTACTS WITH THE ANCIENT WORLD        01765 12
               2, THE CIVILIZATION OF MEROE,  3, AXUM AND THE CONQUEST   01765 13
               OF MEROE,                                                 01765 14
*SETTING       LARGE GROUP  COLLEGE                                      01765 10
*MATERIALS     MAPS OR OVERHEAD PROJECTOR MAP-TRANSPARENCIES,            01765  5
*LEVEL         ALL GRADES                                                01765  8
*GENERAL       ALL CANDIDATES                                            01765  7
*HOURS         1:00                                                      01765  6
*EVALUATION    IS ABLE TO GIVE APPROXIMATE CHRONOLOGY OF THE ASCENDANCY  01765 20
               OF POWERS IN THE UPPER NILE REGION AND TO CORRELATE THEM  01765 21
               WITH THE CHRONOLOGY OF THE ANCIENT NEAR EAST,  IS ABLE TO 01765 22
               LOCATE, AND DESCRIBE THE SIGNIFICANT ACHIEVEMENTS OF, THE 01765 23
               MEROITIC CIVILIZATION,                                    01765 24
*FILE          HISTORY  MEROE  AXUM                                      01765  9
```

```
*OBJECTIVES    BECOME AWARE OF THE SUCCESSION OF SIGNIFICANT POWERS IN   01766 19
               THE WESTERN SUDAN,  CHARACTERIZE THE EMPIRES OF THE       01766 20
               WESTERN SUDAN WITH RESPECT TO THEIR ACHEIVEMENTS,         01766 21
               EXTRAPOLATE FROM THE HISTORY OF THE WESTERN SUDAN THE IDEA01766 22
               OF ISLAM AS AN INTEGRATIVE CULTURAL AND POLITICAL FORCE,  01766 23
*PREREQUISITE PRECEDING MODULES,                                        01766 24
*EXPERIENCE    LISTEN TO LECTURE: EMPIRES OF THE WESTERN SUDAN,          01766 11
               1, DOCUMENTATION FOR THE HISTORY OF THE WESTERN SUDAN IS  01766 12
               MORE AMPLE THAN FOR MOST OF THE AREAS AND MOVEMENTS IN    01766 13
               AFRICAN HISTORY,  THIS IS DUE TO THE CONTACTS WITH        01766 14
               LITERATE ARABS AND TO TRANS-SAHARAN CONTACTS WITH THE     01766 15
               MEDITERRANEAN WORLD,  2,  ANCIENT GHANA ≥DOMINANT C, 300  01766 16
               TO C, 1230+ 3,  MALI ≥DOMINANT C, 1230 TO C, 1492+        01766 17
               4, SONGHAI ≥DOMINANT C, 1492 TO C, 1600+                  01766 18
*SETTING       LARGE GROUP  COLLEGE                                      01766 10
*MATERIALS     MAPS OR TRANSPARENCIES, SHOWING THE CENTERS AND AREAS OF  01766  5
               RULE EXERCISED BY THE SUCCESSIVE EMPIRES,                 01766
*LEVEL         ALL GRADES                                                01766  8
*GENERAL       ALL CANDIDATES                                            01766  7
*HOURS         1:00                                                      01766  6
*EVALUATION    IS ABLE TO IDENTIFY THE DOMINANT EMPIRES OF THE WESTERN   01766 25
               SUDAN BETWEEN THE FOURTH AND SEVENTEENTH CENTURIES, GIVING01766 26
               THEIR DATES OF DOMINANCE, CENTERS OF AUTHORITY,           01766 27
               SIGNIFICANT PERSONALITIES AND SIGNIFICANT ACHEIVEMENTS OR 01766 28
               EVENTS,  IS ABLE TO DESCRIBE THE MAIN REASONS FOR THE     01766 29
               ACHEIVEMENT AND LOSS OF POWER BY EACH OF THE EMPIRES,     01766 30
*FILE          HISTORY  WESTERN SUDAN                                    01766  9
```

```
*OBJECTIVES     BECOME AWARE OF THE LOCATION, EXTENT, AND OUTLINE-HISTORY 01767 22
                OF THE SUBJECT STATES.  RESPOND TO THE ART OF NOK, IFE,   01767 23
                AND BENIN AS EVIDENCE OF A HIGHLY-DEVELOPED CIVILIZATION  01767 24
                AND AS A DISTINGUISHED CONTRIBUTION TO WORLD CIVILIZATION,01767 25
*PREREQUISITE PRECEDING MODULES,                                          01767 26
*EXPERIENCE     LISTEN TO LECTURE: FOREST KINGDOMS OF THE GUINEA COAST    01767 11
                1, IDENTIFY BRIEFLY THE KINGDOMS OF KANEM AND BORNU AS    01767 12
                EVIDENCE OF WESTWARD AND SOUTHWARD MIGRATION FROM THE     01767 13
                NILE,  THE INSTITUTION OF DIVINE KINGSHIP AS A COMMON     01767 14
                CULTURE-TRAIT WHICH MIGHT SUGGEST PATTERNS OF MIGRATION,  01767 15
                2, THE PRINCIPAL FOREST KINGDOMS WITH THEIR COURT ART AS A01767 16
                DISTINGUISHING CHARACTERISTIC,  IN THE ABSENCE OF WRITING,01767 17
                THE ART GIVES SOME CLUES TO HISTORY,  A, THE NOK CULTURE. 01767 18
                B, THE YORUBA KINGDOM OF OYO: THE ART OF IFE,  C, THE     01767 19
                BENIN KINGDOM,  3, IDENTIFY AND BRIEFLY CHARACTERIZE THE  01767 20
                AKAN KINGDOM OF ASHANTI AS A MAJOR FOREST KINGDOM,        01767 21
*SETTING        LARGE GROUP  COLLEGE                                      01767 10
*MATERIALS      MAPS OR PROJECTOR TRANSPARENCIES,  SLIDES OF NOK, IFE, AND01767  5
                BENIN ART,                                                01767
*LEVEL          ALL GRADES                                                01767  8
*GENERAL        ALL CANDIDATES                                            01767  7
*HOURS          1:00                                                      01767  6
*EVALUATION     IS ABLE TO DESCRIBE LOCATION, EXTENT AND PERIODS OF POWER 01767 26
                OF THE SUBJECT STATES,  IS ABLE TO IDENTIFY THE           01767 27
                CHARACTERISTIC ART OF EACH AND RELATE THE ARTISTIC STYLES 01767 28
                TO THE SIGNIFICANT INSTITUTIONS OF THE KINGDOMS,          01767 29
*FILE           HISTORY  GUINEA COAST  ART                                01767  9
```

```
*OBJECTIVES     DEVELOP SELECTED ATTENTION TO THE ISSUE OF EUROPEAN       01768 19
                COLONIAL POLICIES IN AFRICA AS RELATED TO                 01768 20
                POST-INDEPENDENCE HISTORY,  ABSTRACT THE PARTICULAR       01768 21
                THEORIES OF COLONIAL ADMINISTRATION FROM THE PARTICULAR   01768 22
                COLONIAL POLICIES,  EXTRAPOLATE AND IDENTIFY THE          01768 23
                IMPLICATIONS OF THESE THEORIES FOR THE FUTURE DEVELOPMENT 01768 24
                OF INDEPENDENT AFRICAN POLITIES,                          01768 25
```

```
*PREREQUISITE PRECEDING MODULES,                                   01768 26
*EXPERIENCE   READ; WALLERSTEIN, I., AFRICA, THE POLITICS OF       01768 11
              INDEPENDENCE, NEW YORK, VINTAGE BOOKS, 1961,  ≥167PP,• 01768 12
              WRITE A RESPONSE TO THE READING IN THE FORM OF A REPLY TO 01768 13
              THE FOLLOWING QUESTION; [IN YOUR OPINION AND IN THE LIGHT 01768 14
              OF POST-INDEPENDENCE AFRICAN HISTORY, WHICH EUROPEAN  01768 15
              COLONIAL POLICY WAS THE MOST EFFECTIVE IN PREPARING   01768 16
              COLONIAL TERRITORIES FOR INDEPENDENCE^  JUSTIFY YOUR  01768 17
              ANSWER,[                                              01768 18
*SETTING      INDEPENDENT  COLLEGE                                  01768 10
*MATERIALS    BLANK                                                 01768  5
*LEVEL        ALL GRADES                                            01768  8
*GENERAL      ALL CANDIDATES                                        01768  7
*HOURS        6:00                                                  01768  6
*EVALUATION   ABSTRACTS AND IDENTIFIES POLICIES WITH ACCURACY AND   01768 27
              ECONOMY OF WORDS,  DEVELOPS SPECULATIONS FOR THE FURTURE 01768 28
              BEYOND THE OBVIOUS AND IMMEDIATE EFFECTS OF THE POLICIES 01768 29
              IDENTIFIED,  DEVELOPS SPECULATIONS WHICH ARE LOGICALLY 01768 30
              JUSTIFIABLE,                                          01768 31
*FILE         HISTORY  COLONIAL  WALLERSTEIN                        01768  9
```

```
*OBJECTIVES   BECOME AWARE OF THE CONSISTENCY OF INTERCOURSE BETWEEN 01769 19
              AFRICA AND THE MEDITERRANEAN AND NEAR EAST FROM ANTIQUITY 01769 20
              TO THE PRESENT,  CHARACTERIZE AS CULTURALLY B2ASED THE 01769 21
              COMMON NOTION THAT AFRICA WAS BROUGHT INTO CONTACT WITH 01769 22
              THE REST OF THE WORLD BY EUROPEAN EXPLORATION FROM THE 01769 23
              15TH CENTURY ONWARD,                                  01769 24
*PREREQUISITE PRECEDING MODULES,                                    01769 25
*EXPERIENCE   LISTEN TO LECTURE; CONTACTS BETWEEN AFRICA AND THE    01769 11
              NON-AFRICAN WORLD,  1, CONTINUING TRANS-SAHARAN CONTACTS 01769 12
              WITH THE MEDITERRANEAN WORLD IN CLASSICAL AND MEDIEVAL 01769 13
              TIMES,  ISLAM AS A MEDIATOR,  2, ARABIC AND ORIENTAL  01769 14
              CONTACTS WITH THE EAST COAST OF AFRICA,  3,  PORTUGUESE 01769 15
              CIRCUMNAVIGATION AND EXPLORATION OF THE AFRICAN COASTS IN 01769 16
              THE 15TH AND 16TH CENTURIES,  THE BEFINNINGS OF THE SLAVE 01769 17
              TRADE,                                                01769 18
*SETTING      LARGE GROUP  COLLEGE                                  01769 10
*MATERIALS    MAPS OR PROJECTOR TRANSPARENCIES,                     01769  5
*LEVEL        ALL GRADES                                            01769  8
*GENERAL      ALL CANDIDATES                                        01769  7
*HOURS        1:00                                                  01769  6
*EVALUATION   IS ABLE TO TRACE THE LINES OF COMMUNICATION BETWEEN EUROPE01769 26
              AND SUB-SAHARAN AFRICA AND BETWEEN THE NEAR EAST AND  01769 27
              SUB-SAHARAN AFRICA IN EACH HISTORICAL PERIOD,         01769 28
*FILE         HISTORY  CONTACTS                                     01769  9
```

```
*OBJECTIVES   REINFORCES AND EVALUATES EXPERIENCES OF MODULES 1763  01770 13
              THROUGH 1769,  EXCEPT 1764,                           01770 14
*PREREQUISTIE PRECEDING MODULES,                                    01770 15
*EXPERIENCE   TEST; CONSTRUCTED TO REFLECT THE EVALUATION STATEMENTS 01770 11
              OF MODULES 1763 THROUGH 1769,  EXCEPT 1764            01770 12
*SETTING      LARGE GROUP  COLLEGE                                  01770 10
*MATERIALS    BLANK                                                 01770  5
*LEVEL        ALL GRADES                                            01770  8
*GENERAL      ALL CANDIDATES                                        01770  7
*HOURS        1:00                                                  01770  6
*EVALUATION   COMPLETENESS AND CORRECTNESS OF TEST RESPONSES,       01770 16
*FILE         HISTORY  TEST                                         01770  9
```

```
*OBJECTIVES     BECOME AWARE OF THE HISTORY AND CULTURAL IMPACT OF THE     01771 18
                SLAVE TRADE ON AFRICAN AND EUROPEAN OR AMERICAN            01771 19
                CIVILIZATION,  CHARACTERIZE THE MORALLY-DISINTEGRATING     01771 20
                EFFECTS OF SLAVERY UPON BOTH AFRICAN AND EUROPEAN-AMERICAN01771 21
                CIVILIZATION,                                              01771 22
*PREREQUISITE PRECEDING MODULES,                                           01771 23
*EXPERIENCE     LISTEN TO LECTURE: THE SLAVE TRADE 1, ECONOMIC MOTIVATIONS01771 11
                FOR SLAVE-TRADING,  2, CHRONOLOGY OF THE WEST AND CENTRAL  01771 12
                AFRICA SLAVE TRADE,  3, IMPACT OF THE SLAVE TRADE ON       01771 13
                INTERNAL EVENTS WITHIN WEST AND CENTRAL AFRICA: SLAVE      01771 14
                WARS,  4, EUROPEAN EFFORTS TO END THE SLAVE TRADE,  5,     01771 15
                CULTURAL EFFECTS OF THE SLAVE T<ADE ON THE AMERICAS,  6,   01771 16
                CULTURAL EFFECTS ON AFRICA OF RETURNED SLAVES,             01771 17
*SETTING        SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                       01771 10
*MATERIALS      BLANK                                                      01771  5
*LEVEL          ALL GRADES                                                 01771  8
*GENERAL        ALL CANDIDATES                                             01771  7
*HOURS          1:00                                                       01771  6
*EVALUATION     IS ABLE TO DESCRIBE AND GIVE GENERAL CHRONOLOGY FOR THE    01771 24
                SLAVE TRADE BETWEEN THE AMERICAS AND THE ATLANTIC COAST    01771 25
                OF AFRICA,  ACCURATELY IDENTIFIES THE LONG AND SHORT-RANGE01771 26
                EFFECTS ON BOTH CULTURES OF THE SLAVE TRADE,               01771 27
                CHARACTERIZES THE SLAVE TRADE AS AN IMPORTANT INGREDIENT   01771 28
                IN AMERICAN POLITICAL AND CULTURAL HISTORY,                01771 29
*FILE           HISTORY  SLAVERY  EFFECTS                                  01771  9
```

```
*OBJECTIVES     RESPOND WITH SATISFACTION TO THE EXPRESSION OF AN          01772 17
                INDIGENOUS STORY-TELLER MAKING CONSCIOUS USE OF A LITERARY01772 18
                MEDIUM,  CHARACTERIZE THE INDIGENOUS QUALITY OF THE        01772 19
                STORIES BY IDENTIFYING THE THEMES AND TECHNIQUES OF ORAL   01772 20
                FOLKLORE,  CJARACTERIZE THE REFLECTION OF INDIGENOUS       01772 21
                PERCEPTIONS OF WESTERN VALUES,                             01772 22
*PREREQUISITE PREVIOUS MODULES ON FOLKLORE,                                01772 23
*EXPERIENCE     READ: TUTUOLA, AMOS, THE PALM-WINE DRINKARD, NEW YORK,     01772 11
                GROVE PRESS, INC,, 1953,  IDENTIFY FEATURES OF THE NOVEL   01772 12
                WHICH REFLECT THE IMPACT OF WESTERN IDEAS AND VALUES ON    01772 13
                INDIGENOUS THOUGHT AND EXPRESSION,  THINK ABOUT AND        01772 14
                PREPARE TO DISCUSS THE QUESTION, (WHAT ASPECTS OF WESTERN 01772 15
                CULTURE HAVE PARTICULARLY IMPRESSED THE AUTHOR^(           01772 16
*SETTING        INDEPENDENT  COLLEGE                                       01772 10
*MATERIALS      BLANK                                                      01772  5
*LEVEL          ALL GRADES                                                 01772  8
*GENERAL        ALL CANDIDATES                                             01772  7
*HOURS          2:00                                                       01772  6
*EVALUATION     IS ABLE, IN DISCUSSION, TO CHARACTERIZE THE AUTHOR≤S       01772 24
                PERCEPTIONS OF WESTERN CULTURE,  IDENTIFIES CHARACTERISTIC01772 25
                FEATURES OF INDIGENOUS FOLKLORE IN THE AUTHOR≤S            01772 26
                EXPRESSION,                                                01772 27
*FILE           TUTUOLA  VALUES  IMPACT                                    01772  9
```

```
*OBJECTIVES     CHARACTERIZE THE CONTEMPORARY VALUE-CONFLICT IN AFRICAN    01773 15
                URBAN SOCIETY,  RESPOND TO THE EXPRESSION BY A             01773 16
                CONTEMPORARY AFRICAN NOVELIST OF PROBLEMS CONFRONTING THE 01773 17
                AFRICAN INTELLECTUAL IN MODERN SOCIETY,                    01773 18
*PREREQUISITE PRECEDING MODULES,                                           01773 19
*EXPERIENCE     READ: ACHEBE, CHINUA, NO LONGER AT EASE, LONDON, HEINEMANN01773 11
                IDENTIFY THE VALUE-CONFLICT WHICH GIVES RISE TO THE        01773 12
                DRAMATIC CONFLICT IN THE NOVEL,  PREPARE TO DISCUSS THE    01773 13
                NOVEL IN MODULE 053,                                       01773 14
```

```
*SETTING        INDEPENDENT  COLLEGE                                    01773 10
*MATERIALS      BLANK                                                   01773  5
*LEVEL          ALL GRADES                                              01773  8
*GENERAL        ALL CANDIDATES                                          01773  7
*HOURS          4:00                                                    01773  6
*EVALUATION     IS ABLE IN DISCUSSION TO CHARACTERIZE AND, IN SOME      01773 20
                MEASURE, IDENTIFY WITH THE MORAL AMBIGUITY OF ACHEBESS  01773 21
                PROTAGONIST,                                            01773 22
*FILE           ACHEBE  VALUES  CONFLICT                                01773  9
```

```
*OBJECTIVES     BECOME AWARE OF THE PATTERN AND CHRONOLOGY OF EUROPEAN  01774 17
                COLONIZATION IN AFRICA,  CHARACTERIZE THE ATTITUDES ON THE01774 18
                PART OF EUROPEANS WHICH PERMITTED THE COLONIZATION OF   01774 19
                ESTABLISHED AFRICAN STATES,  EVALUATE THE VALIDITY OF THE 01774 20
                COLONIAL ATTITUDES,                                     01774 21
*PREREQUISITE   PRECEDING MODULES,                                      01774 22
*EXPERIENCE     LISTEN TO LECTURE:  THE EUROPEAN COLONIZATION OF AFRICA 01774 11
                1, THE GROWTH OF TRADING COMPANIES AND COMMERCIAL        01774 12
                EXPLOITATION,  2, THE MISSIONARY MOVEMENT AND ITS MOTIVES,01774 13
                3, THE BERLIN CONFERENCE OF 1884-1885: ITS ASSUMPTIONS  01774 14
                AND CONCLUSIONS,  4, MORAL RATIONALIZATIONS FOR         01774 15
                COLONIALISM,                                            01774 16
*SETTING        SMALL GROUP ≥1-12 STUDENTS*  COLLEGE                    01774 10
*MATERIALS      BALNK                                                   01774  5
*LEVEL          ALL GRADES                                              01774  8
*GENERAL        ALL CANDIDATES                                          01774  7
*HOURS          1:00                                                    01774  6
*EVALUATION     IS ABLE TO DESCRIBE AND GIVE THE GENERAL CHRONOLOGY FOR 01774 23
                THE EUROPEAN COLONIZATION OF AFRICA,  CHARACTERIZES     01774 24
                ACCURATELY, CRITICALLY, AND SYMPATHETICALLY THE EUROPEAN 01774 25
                COLONIAL ASSUMPTIONS AND ATTITUDES,  UTILIZES THE       01774 26
                CHARACTERIZATIONS IN DISCUSSING AND ANALYZING THE       01774 27
                SUBSEQUENT CONFLICT OF CULTURES,                        01774 28
*FILE           HISTORY  COLONIALISM                                    01774  9
```

```
*OBJECTIVES     BACOME AWARE OF THE PROCESS LEADING UP TO THE ACHIEVEMENT 01775 20
                OF INDEPENDENCE BY AFRICAN NATIONS,  CHARACTERIZE THE   01775 21
                CULTURAL AND MORAL IMPLICATIONS OF AFRICAN INDEPENDENCE, 01775 22
                CHARACTERIZE AFRICAN INDEPENDENCE AS HAVING SIGNIFICANT 01775 23
                CAUSES AND EFFECTS AMONG THE BLACK PEOPLE OF THE AMERICAS,01775 24
*PREREQUISITE   PRECEDING MODULES,                                      01775 25
*EXPERIENCE     LISTEN TO LECTURE: THE AFRICAN INDEPENDENCE MOVEMENTS 1, 01775 11
                THE VARIOUS EUROPEAN COLONIAL PHILOSOPHIES AND POLICIES, 01775 12
                REFER TO MODULE 045,  2, EFFECTS OF COLONIAL POLICIES ON 01775 13
                THE PATTERNS OF POLITICAL EMERGENCE,  3, CAUSES OF AFRICAN01775 14
                NATIONALIST RESURGENCE: A, COLONIAL EDUCATION AND EMERGING01775 15
                AFRICAN INTELLECTUALS,  B, BLAK INTELLECTUALS IN AMERICA 01775 16
                AND THE WEST INDIES: W,E,B, DUBOIS AND MARCUS GARVEY,   01775 17
                C, RETURNING WAR VETERANS,  4, THE FORMATION OF AFRICAN 01775 18
                POLITICAL PARTIES,                                      01775 19
*SETTING        SMALL GROUP ≥1-12 STUDENTS*  COLLEGE                    01775 10
*MATERIALS      BLANK                                                   01775  5
*LEVEL          ALL GRADES                                              01775  8
*GENERAL        ALL CANDIDATES                                          01775  7
*HOURS          1:00                                                    01775  6
*EVALUATION     IDENTIFIES AND CHRONOLOGIZES SIGNIFICANT PERSONALITIES  01775 26
                AND EVENTS IN THE PROCESS OF AFRICAN INDEPENDENCE,      01775 27
                RESPONDS SYMPATHETICALLY TO EXPRESSIONS OF DESIRE FOR AND 01775 28
                THE RIGHT TO POSSES SELF-DETERMINATION,  IS ABLE TO     01775 29
                VISUALIZE CONDITIONS UNDER WHICH SELF-DETERMINATION WOULD 01775 30
                AND WOULD NOT BE A MORAL RIGHT,                         01775 31
*FILE           HISTORY  POLITICS  INDEPENDENCE                         01775  9
```

```
*OBJECTIVES   CHARACTERIZE AND RESPOND SYMPATHERICALLY TO THE MORAL     01776 27
              DILEMMA OF THE CONTEMPORARY AFRICAN INTELLECTUAL,         01776 28
              GENERALIZE AND ABSTRACT FROM THE PARTICULAR AFRICAN       01776 29
              CONTEXT THOSE ASPECTS OF MORAL CONFLICT WHICH ARE COMMON  01776 30
              TO ALL HUMANITY IN TIMES OF RAPIDLY=CHANGING VALUES,      01776 31
*PREREQUISITE PRECEDING MODULES,                                        01776 32
*EXPERIENCE   PARTICIPATE IN DISCUSSION: THE MORAL CONFLICT IN MODERN   01776 11
              AFRICA DISCUSS ACHEBE≤S REFLECTION OF THE MORAL CONFLICT  01776 12
              IN NO LONGER AT EASE,  HOW DOES ACHEBE SYMBOLIZE THE      01776 13
              BREAKDOWN OF INDIGENOUS MORALITIES^ DOES HE EXPOSE AND    01776 14
              INDIGENOUS IMMORALITY IN THE OSU SYSTEM^  TO WHAT EXTENT  01776 15
              IS OBI OKONKWO≤S DILEMMA A PECULIARLY AFRICAN ONE AND TO  01776 16
              WHAT EXTENT IS IT A UNIVERSAL HUMAN DILEMMA^ WHAT IS THE  01776 17
              DIFFERENCE BETWEEN ACHEBE≤S RESPONSE TO THE PENETRATION OF01776 18
              HIS CULTURE BY WESTERN IDEAS AND TUTUOLA≤S RESPONSE TO THE01776 19
              SAME PROCESS^ HOW DO YOU ACCOUNT FOR THE DIFFERENCE^      01776 20
              NOTE: AT THIS WRITING, THE GHANAIAN NOVELIST, AYI KWEI    01776 21
              ARMAH, HAS JUST PUBLISHED HIS BOOK, THE BEAUTYFUL ONES ARE01776 22
              NOT YET BORN ≥HOUGHTON, MIFFLIN*,  REVIEWS SUGGEST THAT IT01776 23
              MIGHT CARRY THE DISCUSSION OF AFRICAN VALUES IN TRANSITION01776 24
              YET FURTHER,  IT SHOULD BE EXAMINED FOR POSSIBLE          01776 25
              USEFULNESS,                                               01776 26
*SETTING      SMALL GROUP ~1=12 STUDENTS*  COLLEGE                      01776 10
>MATERIALS    BLANK                                                     01776  5
*LEVEL        ALL GRADES                                                01776  8
*GENRAL       ALL CANDIDATES                                            01776  7
*HOURS        1:00                                                      01776  6
*EVALUATION   DISCUSSES THE QUESTIONS POSED WITH INSIGHT AND            01776 33
              THOUGHTFULNESS,  RAISES SIGNIFICANT QUESTIONS OF HIS OWN, 01776 34
              RELATES THE PROBLEM OF ACHEBESS PROTAGONIST TO HOS OWN    01776 35
              PROBLEMS OF ALLEGIANCE AND VALUE,                         01776 36
*FILE         VALUES  CONFLICT  DISCUSSION                              01776  9
```

```
*OBJECTIVES   CHARACTERIZE AFRICAN CULTURAL VALUES WITHIN THE CONTEXT OF01777 18
              CONTEMPORARY AFRICAN SOCIETY,  COMPARE AND CONTRAST MODERN01777 19
              AFRICAN VALUE-STATEMENTS WITH WESTERN IDEAS OF VALUE,     01777 20
              CHARACTERIZE OWN VALUE=STRUCTURE ON THE BASIS OF ITS      01777 21
              COMPARISON AND CONTRAST WITH AFRICAN IDEAS OF VALUE,      01777 22
*PREREQUISITE PRECEDING MODULES,                                        01777 23
*EXPERIENCE   READ:  NDUKA, OTONTI, EDUCATION AND THE NUGERIAN CULTURAL 01777 11
              ENVIRONMENT, LONDON, OXFORD UNIVERSITY PRESS,        ,    01777 12
              CHAPTER   I [MORAL EDUCATION[9  COMPARE THE DIRECT        01777 13
              DISCURSIVE DELINEATION OF THE MODERN AFRICAN CULTURAL     01777 14
              CONFLICT WITH THE SUBJECTIVE REFLECTIONS OF THE NOVELIST  01777 15
              ACHEBE,  PREPARE TO DISCUSS THE COMPARISON OF WESTERN AND 01777 16
              AFRICAN VALUES IN MODULE     ,                            01777 17
*SETTING      INDEPENDENT  COLLEGE                                      01777 10
*MATERIALS    BLANK                                                     01777  5
*LEVEL        ALL GRADES                                                01777  8
*GENERAL      ALL CANDIDATES                                            01777  7
*HOURS        2:00                                                      01777  6
*EVALUATION   RESPONDS IN DISCUSSION WITH ACCURATE PERCEPTIONS OF       01777 24
              AFRICAN IDEAS OF VALUE AS DELINEATED BY NDUKA,  CONFIRMS  01777 25
              AND CRITICIZES PERCEPTIVELY THE VIEW OF WESTERN VALUES    01777 26
DESCRIBED BY THE AUTOR,                                                 01777 27
*FILE         NDUKA  VALUES  COMPARISON                                 01777  9
```

```
*OBJECTIVES   CHARACTERIZE THE CONTEMPORARY STATE OF VALUES IN AN       01778 23
              AFRICAN SOCIETY WHICH MAY BE TAKEN AS TYPICAL,            01778 24
              CHARACTERIZE THE STATE OF WESTERN VALUES IN COMPARISON AND01778 25
```

```
               CONTRAST WITH THE AFRICAN CONDITION,  CHARACTERIZE AND      01778 26
               CRITICIZE OWN STRUCTURE OF VALUES, BOTH CULTURAL AND        01778 27
               PERSONAL,                                                   01778 28
*PREREQUISITE  PRECEDING MODULES,                                          01778 29
*EXPERIENCE    PARTICIPATE IN DISCUSSION:  COMPARISON OF AFRICAN VALUES    01778 11
               WITH WESTERN VALUES: THE DISCUSSION BASED ON NDUKA,         01778 12
               EDUCATION AND THE NIGERIAN CULTURAL CONTEXT, THE CHAPTER    01778 13
               ≤MORAL EDUCATION≤,                                          01778 14
               DOES NDUKAS CHARACTERIZATION OF NIGERIAN VALUES AGREE OR    01778 15
               DISAGREE WITH WHAT YOU HAVE UNDERSTOOD OF THE AFRICAN       01778 16
               WORLD-VIEW^  IS HIS ASSESSMENT OF WESTERN VALUES A FAIR     01778 17
               ONE^  WHAT POSSIBILITIES CAN YOU SEE FOR RESTORING THE      01778 18
               NIGERIAN VALUE STRUCTURE IN EDUCATION^  ARE THERE           01778 18
               PRINCIPLES INVOLVED WHICH MIGHT SERVE TO GUIDE THE          01778 19
               RESTORATION OF VALUES IN AMERICAN EDUCATION^  IS IT FAIR    01778 20
               TO ASSUME THAT AMERICAN VALUES ARE IN SIMILAR NEED          01778 21
               OF RESTORATION^                                             01778 22
*SETTING       SMALL GROUP ≥1-12 STUDENTS ♦ COLLEGE                        01778 10
*MATERIALS     BLANK                                                       01778  5
*LEVEL         ALL GRADES                                                  01778  8
*GENERAL       ALL CANDIDATES                                              01778  7
*HOURS         1:00                                                        01778  6
*EVALUATION    ACCURACY OF PERCEPTION AND THOUGHTFULNESS DISPLAYED IN      01778 30
               DISCUSSION,                                                 01778 31
*FILE          NDUKA  VALUES  COMPARISON                                   01778  9
```

```
*OBJECTIVES    RESPOND TO THE EXPRESSIONS OF MODERN AFRICAN POETS,         01779 23
               DIFFERENTIATE BETWEEN THE ATTITUDE OF SELF-CONSCIOUS        01779 24
               ≤NEGRITUDE≤ AND THE CONFIDENT EXPRESSION OF SELFHOOD IN     01779 25
               CONTRASTING SCHOOLS OF MODERN AFRICAN POETS,  APPLY THE     01779 26
               EXPERSSIONS OF RACIAL IDENTITY IN AFRICAN POETRY IN         01779 27
               REFLECTING UPON A SIGNIFICANT PROBLEM IN AMERICAN CULTURE,01779 28
*PREREQUISITE  PRECEDING MODULES,                                          01779 29
*EXPERIENCE    READ:  MOORE, G9 AND BEIER, U, ≥EDS9♦,  MODERN POETRY       01779 11
               POETRY FROM AFRICA, BALTIMORE, MD,, PENGUIN BOOKS, 1963,    01779 12
               IN RESPONSE TO READING, WRITE AN ESSAY OF 1000 TO 1500      01779 13
               WORDS DEALING WITH THE FOLLOWING ISSUES OR QUESTIONS:       01779 14
               1, COMPARE AND CONTRAST THE ATTITUDES TOWARD AFRICAN        01779 15
               CULTURE AND RACE IMPLIED IN THE WORK OF THE FRENCH-         01779 16
               SPEAKING AFRICAN POETS, PARTICULARY LEOPOLD SENGHOR AND     01779 17
               DAVID DIOP, WITH THOSE EXHIBITED IN THE POETRY FO THE       01779 18
               ENGLISH-SPEAKING AFRICAN POETS,  2, DISCUSS THE             01779 19
               IMPLICATIONS OF THE ATTITUDES AND FEELINGS EXPRESSED BY     01779 20
               THE AFRICAN POETS FOR THE UNDERSTANDING OF THE FEELINGS     01779 21
               AND ASPIRATIONS OF BLACK PEOPLE IN AMERICAN SOCIETY,        01779 22
*SETTING       INDEPENDENT COLLEGE                                         01779 10
*MATERIALS     INDIVIDUAL COPIES OF THE BOOK                               01779  5
*LEVEL         ALL GRADES                                                  01779  8
*GENERAL       ALL CANDIDATES                                              01779  7
*HOURS         6:00                                                        01779  6
*EVALUATION    DEPTH OF INSIGHT AND QUALITY OF SUBJECTIVE RESPONSE         01779 30
               DEMONSTRATED IN THE WRITTEN ASSIGNMENT,                     01779 31
*FILE          POETRY  MODERN  ESSAY                                       01779  9
```

```
*OBJECTIVES    RESPOND WITH SATISFACTION AND ENJOYMENT TO EXPRESSION OF    01780 17
               AFRICAN CIVILIZATION,                                       01780 18
*PREREQUISITE  PRECEDING MODULES,                                          01780 19
*EXPERIENCE    FINAL CLASS MODULE AT THE DISCRETION AND DISPOSAL OF THE    01780 11
               INSTRUCTOR,  HE MAY WISH TO USE IT TO REVIEW OR AMPLIFY     01780 12
```

```
                PREVIOUS MODULES,  IF OTHERWISE UNUSED;  PARTICIPATE IN    01780 [illegible]
                SOCIAL GATHERING FEATURING AFRICAN FOODS, ≤HIGHLIFE≤       01780 [illegible]
                DEMONSTRATION AND DANCING, EXHIBIT OF AFRICAN ARTS         01780 [illegible]
                AND CRAFTS,                                                01780 [illegible]
*SETTING        LARGE GROUP COMMUNITY                                      01780 [illegible]
*MATERIALS      CATERING, RECORDED ≤ HIGHLIFE≤ MUSIC, EXHIBITS,            01780 [illegible]
*LEVEL          ALL GRADES                                                 01780 [illegible]
*GENERAL        ALL CANDIDATES                                             01780 [illegible]
*HOURS          1100                                                       01780  6
*EVALUATION     PARTICIPATES VOLUNTARILY AND WITH ENJOYMENT IN PLANNING    01780 20
                AND IMPLEMENTING THE MODULE,                               01780 21
*FILE           FINAL  SOCIAL                                              01780  9
```

```
*OBJECTIVES     RECALLS AND EVALUATES EXPERIENCE OF THE COURSE,            01781 16
*PREREQUISITE   PRECEDING MODULES,                                         01781 17
*EXPERIENCE     CONFER WITH INSTRUCTOR,  INSTRUCTOR WILL ATTEMPT TO ASSESS01781 11
                THE REACTIONS OF THE STUDENT TO THE COURSE, PARTICULARY AS01781 12
                REGARDS ANY SHIFT IN PERSONAL VALUES AND IN ATTITUDE       01781 13
                TOWARDS NON-WESTERN VALUES,  CONFERENCE MAY BE CONDUCTED   01781 14
                IN GROUPS OF TWO OR THREE,                                 01781 15
*SETTING        INDEPENDENT COLLEGE                                        01781 10
*MATERIALS      BLANK                                                      01781  5
*LEVEL          ALL GRADES                                                 01781  8
*GENERAL        ALL CANDIDATES                                             01781  7
*HOURS          0120 - 0130                                                01781  6
*EVALUATION     IS ABLE TO DISCUSS AFRICAN VALUES FREELY AND               01781 18
                KNOWLEDGEABLY,  CHARACTERIZES OWN VALUES OBJECTIVELY IN    01781 19
                CONVERSATION,                                              01781 20
*FILE           TERMINAL  CONFERENCE                                       01781  9
```

GENERAL - LIBERAL EDUCATION

SOCIAL SCIENCE

INTRODUCTION

The general liberal education program in the social sciences serves as a general introduction to the social science disciplines themselves. Following several brief sessions on the nature of social science, the year - long component develops the rationale for the following disciplines: Geography, anthropology, sociology, political science, and economics. An attempt is made to answer the following questions: How does the individual geographer or anthropologist, go about his work? What particular problems does he deal with? How does he solve these problems? What is the rationale for his decision-making? What is meant by a political system? An economic system? A social system? Is there, or ought there to be, a social science system?

Throughout the general liberal education year, students are made aware of the decision-making process which is the theme of the entire social science portion of the curriculum. Because of the overlapping nature of the social sciences and the behavioral sciences, experiences in this component are extremly important in the development of the model teacher envisioned in this program. Coordination with the Human Learning section of the program was important so that each contributed to a fuller understanding of the various behavioral sciences and of their contribution to understanding and teaching elementary school children.

The final weeks are spent reviewing the major problems and contributions of the respective social science disciplines, the nature of social science itself, and the significance of the decision-making process.

The experiences and modules included in this component were written by the following people.

Dr. Daniel Jacobson	Coordinator
Clark Akatiff	Geography
John Forde	Anthropology
Dr. John Henderson	Economics
Dr. Philip Marcus	Sociology
Dr. Frank Pinner	Political Science
Dr. David Ziblatt	Political Science

```
*OBJECTIVES     TO GET STUDENTS TO THINK ABOUT THE MAJOR PROBLEMS OF OUR  02355 13
                TIMES                                                     02355 14
*PREREQUISITE NONE                                                        02355 15
*EXPERIENCE     WHAT ARE THE CHIEF PROBLEMS FACING MAN IN CONTEMPORARY    02355 11
                AMERICA^  OPEN DISCUSSION                                 02355 12
*SETTING        LARGE GROUP  COLLEGE                                      02355 10
*MATERIALS      NONE                                                      02355  5
*LEVEL          ALL GRADES                                                02355  8
*GENERAL        ALL CANDIDATES                                            02355  7
*HOURS          3                                                         02355  6
*EVALUATION     NONE NECESSARY                                            02355 16
*FILE           SOCIAL PROBLEMS  CONTEMPORARY AMERICA  BLANK              02355  9
```

```
*OBJECTIVES     FAMILIARIZE STUDENT BETWEEN DIFFERENCE SOCIAL STUDIES AND 02357 14
                SOCIAL SCIENCE                                            02357 15
*PREREQUISITE MODULES 2355 + 2356                                         02357 16
*EXPERIENCE     LECTURE ON RELATIONSHIP BETWEEN SOCIAL STUDIES AND SOCIAL 02357 11
                SCIENCE WHAT ROLE DOES EACH PLAY IN HELPING TO SOLVE THE  02357 12
                PROBLEMS OF OUR TIME                                      02357 13
*SETTING        LARGE GROUP  COLLEGE                                      02357 10
*MATERIALS      THE SOCIAL STUDIES AND THE SOCIAL SCIENCES HARCOURT, BRACE02357  5
                + WORLD, INC., N.Y. 1962 INTRODUCTION TO BE READ BY       02357
                STUDENT                                                   02357
*LEVEL          ALL GRADES                                                02357  8
*GENERAL        ALL CANDITATES                                            02357  7
*HOURS          1                                                         02357  6
*EVALUATION     OPEN DISCUSSION                                           02357 17
*FILE           SOCIAL SCIENCE  STUDENT DIFFERENCES  BLANK                02357  9

*OBJECTIVES     TO DERIVE MAJOR CONCEPTS FROM RESPECTIVE SOCIAL SCIENCES  02358 14
*PREREQUISITE PRECEDING MODULES                                           02358 15
*EXPERIENCE     WHAT ARE THE IMPORTANT CONCEPTS THAT EMERGE FROM THE      02358 11
                SOCIAL SCIENCES^  ARE THEY ORIENTED TO PROBLEM SOLVING OR 02358 12
                DECISION MAKING^                                          02358 13
*SETTING        LARGE GROUP  COLLEGE                                      02358 10
*MATERIALS      THE SOCIAL STUDIES AND THE SOCIAL SCIENCES, HARCOURT BRACE02358  5
                + WORLD INC., N.Y. 1962.  REMAINDER OF BOOK TO BE READ BY 02358
                STUDENT                                                   02358
*LEVEL          ALL GRADES                                                02358  8
*GENERAL        ALL CANDIDATES                                            02358  7
*HOURS          3                                                         02358  6
*EVALUATION     PAPER WRITTEN ON MAJOR CONCEPT DRAWN FROM SINGLE          02358 16
                DISCIPLINE                                                02358 17
*FILE           CONCEPTS  BLANK  BLANK                                    02358 10
```

```
*OBJECTIVES     INTRODUCTION                                              02359 36
*PREREQUISITE NONE                                                        02359 39
*EXPERIENCE     LECTURE ONE  GEOGRAPHY AS EXPLORATION  THE INTRODUCTORY   02359 11
                LECTURE SHOULD BE DESIGNED TO PRESENT AN OVERVIEW OF THE  02359 12
                NEXT FOUR WEEKS, NOT IN DETAIL, SINCE THIS WILL COME      02359 13
                LATER, BUT IN SUCH A MANNER AS TO INVITE THE STUDENTS     02359 14
                INTEREST.  THE EXPLICIT METHOD, OF COURSE, WILL DIFFER    02359 15
                ACCORDING TO THE PERSONALITY AND STYLE OF A TEACHER.  I   02359 16
                SUGGEST, HOWEVER, THAT THE FOLLOWING POINTS BE MADE:      02359 17
                1. IN SOME RESPECTS GEOGRAPHY IS THE MOST SIMPLE OF THE   02359 18
                SOCIAL SCIENCES, SINCE IT GENERALLY DEALS WITH CONCRETE.  02359 19
                LITERAL PHENOMENA, IN A STRAIGHTFORWARD MANNER.  ≥IN THIS 02359 20
                CONNECTION IT MAY BE WELL TO DISCUSS THE CONCEPT OF (PLACE02359 21
                NAME GEOGRAPHY( AS AN EXAMPLE OF (SIMPLE( GEOGRAPHY TAKEN 02359 22
                TO AN EXTREME BY TOO MANY ELEMENTARY AND SECONDARY SCHOOL 02359 23
                TEACHERS.+  2. THE TOOLS OF EXPLORATION ARE BASICALLY     02359 24
                REDUCTIVE, I.E., DEVICES THAT ATTEMPT TO COLLAPSE DATA AND02359 25
                OBSERVATIONS INTO SMALL, COMPREHENSIBLE BITS.  THE MAP IS 02359 26
                PERHAPS THE FOREMOST OF THESE TOOLS, BUT INCLUDED IN THE   02359 27
                GEOGRAPHERS TOOL RAG ARE AERIAL PHOTOS, GRAPHS OF          02359 28
                STATISTICAL DATA AND OTHER REDUCTIVE DEVICES TO BE         02359 29
                DISCUSSED LATER.  IT SHOULD BE NOTED THAT THESE TOOLS,     02359 30
                THOUGH USED BY GEOGRAPHERS, ARE ALSO USEFUL IN ALL OTHER   02359 31
                SOCIAL SCIENCES AND GEOGRAPHY IS ESSENTIALLY THE ACADEMIC  02359 32
                KEEPER OF THESE TECHNIQUES, WHICH IDEALLY SHOULD BE SHARED02359 33
                BY ALL.  3. THE METHODS OF GEOGRAPHICAL SCIENCE ARE BOUND  02359 34
                UP WITH PERSONAL EXPLORATION.  THE GEOGRAPHER IS AN        02359 35
                EXPLORER, WHO ULTIMATELY MAKES THE DICISIONS, JUDGMENTS,   02359 36
                ETC., WHICH MAKE UP HIS SCIENCE.                           02359 37
*SETTING        LARGE GROUP  COLLEGE                                       02359 10

*MATERIALS      FENNEMAN, [THE CIRCUMFERENCE OF GEOGRAPHY,[ INTRODUCTION   02359  5
                TO GEOGRAPHY SELECTED READINGS.  DOHRS + SOMMERS, EDITORS,02359
                CROWELL, NEW YORK, 1967: 2-10.                             02359
*LEVEL          ALL GRADES                                                 02359  8
*GENERAL        GENERALIST                                                 02359  7
*HOURS          1                                                          02359  6
*EVALUATION     STANDARD COURSE EXAMINATION                                02359 40
*FILE           GEOGRAPHY  MAPS  BLANK                                     02359  9

*OBJECTIVES     TO PROVIDE AN UNDERSTANDING TO THE BREADTH OF GEOGRAPHICAL02360 44
                INVESTIGATIONS.                                            02360 45
*PREREQUISITE   NONE                                                       02360 46
*EXPERIENCE     LECTURE TWO - THE FOUR TRADITIONS OF GEOGRAPHY  THE        02360 11
                LECTURER SHOULD BECOME ACQUAINTED WITH WILLIAM PATTISONSS  02360 12
                ARTICLE, [THE FOUR TRADITIONS OF GEOGRAPHY,[ JOURNAL OF    02360 13
                GEOGRAPHY, LXIII ≥MAY 1964↑, 211-216.  THIS CONCEPT OF     02360 14
                GEOGRAPHY SHOULD BE BRIEFLY OUTLINED TO THE STUDENTS.  THE02360 15
                FOUR TRADITIONS ACCORDING TO PATTISON ARE ≥1↑ PHYSICAL     02360 16
                GEOGRAPHY, ≥2↑ MAN-LAND GEOGRAPHY OR GEOGRAPHY AS ECOLOGY,02360 17
                ≥3↑ SPATIAL GEOGRAPHY OR GEOGRAPHY AS A SCIENCE OF SPACIAL02360 18
                ORGANIZATION, ≥4↑ REGIONAL GEOGRAPHY.  PREFERABLY THESE    02360 19
                IDEAS SHOULD ARISE FROM DISCUSSION.  I HAVE DISCOVERED THE02360 20
                [WHAT IF GEOGRAPHY[ QUESTION TO BE A GOOD STARTER.  THIS   02360 21
                WORKS BETTER IF THE STUDENTS HAVE BEEN ASKED TO WRITE A    02360 22
                BRIEF DEFINITION OF GEOGRAPHY DURING THE FIRST FIVE        02360 23
                MINUTES OF CLASS OR AT THE END OF THE FIRST MEETING.  IN   02360 24
                GENERAL, IT IS POSSIBLE TO FIND EXAMPLES OF ALL FOUR       02360 25
                TRADITIONS WITHIN A NORMAL, UNINITIATED CLASSSS RESPONSES.02360 26
                THIS CAN LEAD TO FRUITFUL DISCUSSION, ABOUT THE GENERAL    02360 27
                AIMS AND TRADITIONS OF GEOGRAPHY.  CERTAIN THEMES THAT     02360 28
                SHOULD BE EMPHASIZED ARE AS FOLLOWS:  IS THERE ANY ONE     02360 39
                THING THAT TIES THE FOUR TRADITIONS TOGETHER^  IS IT       02360 40
                POSSIBLE FOR A DISCIPLINE TO EXIST IN SUCH BROAD AREAS OF  02360 41
                CONCERN, OR DOES SUCH A GREAT SPREAD LEAD TO INEVITABLE    02360 42
                SUPERFICIALITY^                                            02360 43
*SETTING        LARGE GROUP  COLLEGE                                       02360 10
*MATERIALS      BLANK                                                      02360  5
*LEVEL          ALL GRADES                                                 02360  8
*GENERAL        GENERALIST                                                 02360  7
*HOURS          1                                                          02360  6
*EVALUATION     NORMAL TESTING PROCEDURE ≥ESSAY OR OBJECTIVE EXAMINATION↑  02360 47
                OR THE CLASSIFICATION OF ARTICLES BY TRADITION.  ≥SEE      02360 48
                FOLLOWING MODULE.↑                                         02360 49
*FILE           TRADITION  GEOGRAPHY  INVESTIGATIONS                       02360  9

*OBJECTIVES     THE OBJECTIVE OF THIS TASK IS TO INTRODUCE THE STUDENT TO  02361 15
                RAPID METHODS OF EVALUATION OF SCHOLARLY WRITING,          02361 16
                ESPECIALLY THE CONCEPT OF RAPID SCANNING FOR THE PURPOSES  02361 17
                OF CLASSIFICATION INTO PRE-ESTABLISHED AREAS OF INTEREST.  02361 18
*PREREQUISITE   MODULE 2360                                                02361 19
*EXPERIENCE     THE STUDENT SHOULD BE ASKED TO CLASSIFY EACH OF THE        02361 11
                ASSIGNED READINGS INTO ONE OR MORE OF THE APPROPIATE       02361 12
                CLASSES OR TRADITIONS OF GEOGRAPHY, AS DESCRIBED IN        02361 13
```

```
              LECTURE TWO.                                                02361 14
*SETTING      LARGE GROUP  COLLEGE                                        02361 10
*MATERIALS    BLANK                                                       02361  5
*LEVEL        BLANK                                                       02361  8
*GENERAL      GENERALIST                                                  02361  7
*HOURS        2-4                                                         02361  6

*EVALUATION   THE STUDENTS CAN HAND IN A LIST OF THE ARTICLES AND THEIR  02361 20
              CLASSIFICATION, OR THEY MAY BE TESTED ORALLY IN CLASS.      02361 21
              THE LATTER OF THE METHODS IS PROBABLY SUPERIOR, SINCE IT    02361 22
              COULD LEAD TO DISCUSSION THAT WILL FURTHER ILLUCIDATE THE  02361 23
              FOUR TRADITIONS AND THE METHODS OF SCHOLARLY SCANNING.      02361 24
*FILE         TRADITIONS  GEOGRAPHY  SCHOLARLY READING                    02361  9
```

```
*OBJECTIVES   TO PROVIDE ELEMENTARY UNDERSTANDING OF MAPS.                02362 28
*PREREQUISITE NONE                                                        02362 29
*EXPERIENCE   GEOGRAPHIC METHODS--CARTOGRAPHY  THIS SECTION IS INTENDED  02362 11
              TO PROVIDE A GENERAL INTRODUCTION TO MAPS, THEIR            02362 12
              PROPERTIES AND USE.  USING AN ATLAS PURCHASED BY THE        02362 13
              STUDENTS ≥I RECOMMEND, MAN≤S DOMAIN, N. J. W. THROWER,      02362 14
              EDITOR, MCGRAW HILL, NEW YORK ≥^↑ 1968.↑  THE INSTRUCTION  02362 15
              SHOULD COVER THE FOLLOWING TOPICS: SCALE, SIGNIFICANCE OF  02362 16
              SCALE, METHODS OF DETERMINING SCALE. 2. PROJECTION          02362 17
              SYSTEMS, ESPECIALLY THE CLASSES OF PROJECTION AND THEIR     02362 18
              USES AND ABUSES.  3. THEMATIC MAPS--PURPOSE AND             02362 18
              LIMITATIONS  4. STATISTICAL MAPS ≥STUDENT≤S REPRINT         02362 19
              ARTICLES MAY BE USED FOR ILLUSTRATION↑.  5. LARGE SCALE     02362 20
              TOPOGRAPHIC MAPS ≥SEE INDIVIDUAL MODULE FOR DETAILS↑.       02362 21
              THE THEME THAT SHOULD BE STRESSED IS THE MAP AS A           02362 22
              REDUCTIVE DEVICE WHICH BRINGS A GREAT COMPLEX OF DATA INTO02362 23
              A COMPREHENSIBLE FORM.  THE MAP SHOULD BE GIVEN THE SAME    02362 24
              CONSIDERATION AND STUDY THAT ONE WOULD GIVE A COMPLEX AND  02362 25
              ELEGANT MATHEMATICAL EQUATION OR A WORK OF ART.  THE MAP    02362 26
              IS A FUNDAMENTAL RESEARCH TOOL, NOT A DECORATION.           02362 27
*SETTING      LARGE GROUP  COLLEGE                                        02362 10
*MATERIALS    BLANK                                                       02362  5
*LEVEL        BLANK                                                       02362  8
*GENERAL      GENERALIST                                                  02362  7
*HOURS        3                                                           02362  6
*EVALUATION   STANDARD EXAMINATION PROCEDURES AND SEPARATE ATLAS AND      02362 30
              TOPOGRAPHIC MAP EXERCISES.                                  02362 31
*FILE         TOPOGRAPHY  MAPS  BLANK                                     02362  9
```

```
*OBJECTIVES   THE PURPOSE OF THIS MODULE IS TO FURTHER THE STUDENT≤S      02363 16
              APPRECIATION OF THE ATLAS AS A SOURCE OF DATA, AND TO       02363 17
              PROVIDE AN EXPERIENCE IN REGIONAL GEOGRAPHY.                02363 18
*PREREQUISITE PREVIOUS LECTURES IN CARTOGRAPHY, AND REGIONAL GEOGRAPHY    02363 19
*EXPERIENCE   USE OF THE ATLAS  PROVIDE THE OPPORTUNITY TO USE THE ATLAS02363 11
              IN A COMPREHENSIVE MANNER.  THIS CAN BEST BE ACCOMPLISHED   02363 12
              BY ASKING THE STUDENT TO WRITE A REGIONAL GEOGRAPHY OF,     02363 13
              E.G. KANSAS, USING THE ATLAS AS THEIR ONLY SOURCE OF        02363 14
              INFORMATION.                                                02363 15
*SETTING      LARGE GROUP  COLLEGE                                        02363 10
*MATERIALS    BLANK                                                       02363  5
*LEVEL        BLANK                                                       02363  8
*GENERAL      GENERALIST                                                  02363  7
*HOURS        1                                                           02363  6
*EVALUATION   TEST:  THE WRITTEN GEOGRAPHY IS ITS OWN TEST.               02363 20
*FILE         USE OF ATLAS  REGIONAL GEOGRAPHY  BLANK                     02363  9

*OBJECTIVES   THE PURPOSE OF THIS MODULE IS TO FURTHER THE STUDENT≤S      02364 22
              EXPERIENCE WITH MAPS, AND TO MAKE THEM AWARE OF THE         02364 23
              EXISTENCE OF THE TOPOGRAPHIC SERIES.                        02364 24
*PREREQUISITE PREVIOUS LECTURE ON CARTOGRAPHY.                            02364 25
*EXPERIENCE   USE OF TOPOGRAPHIC MAPS  THE STUDENT SHOULD BE PROVIDED     02364 11
```

```
                WITH A LARGE SCALE MAP OF THE AREA IN WHICH THE        02364 12
                INSTRUCTION IS TAKING PLACE.  NEARLY ALL DENSELY POPULATED02364 13
                AREAS ARE NOW MAPPED BY THE UNITED STATES GEOLOGICAL    02364 14
                SURVEY AT A SCALE OF 1:24,000 AND IF AVAILABLE THESE MAPS 02364 15
                SHOULD BE PURCHASED.  THE INSTRUCTION WILL FOCUS ON THE  02364 16
                PROBLEM OF READING THE MAPSS LEGEND, THE CONTOURS, THE   02364 17
                EFFECT OF SUBDIVISION, ETC.  DEPENDING ON THE INGENUITY OF02364 18
                THE INSTRUCTOR AND THE NATURE OF THE MAP IT MIGHT ALSO BE 02364 19
                FIT INTO OTHER ASPECTS OF THE TRAINING, BUT THAT MUST BE  02364 20
                LEFT TO THE DISCRETION OF THE INSTRUCTOR.              02364 21
*SETTING        LARGE GROUP  COLLEGE                                   02364 10
*MATERIALS      BLANK                                                  02364  5
*LEVEL          BLANK                                                  02364  8
*GENERAL        GENERALIST                                             02364  7
*HOURS          1                                                      02364  6
*EVALUATION     THERE ARE MANY STANDARD EXAMINATION PROCEDURES TO TEST 02364 26
                ABILITY TO READ TOPOGRAPHIC MAPS.  SINCE IT CANNOT BE  02364 27
                KNOWN WHICH MAPS ARE TO BE USED AT THIS TIME, I HAVE   02364 28
                MERELY ATTACHED A STANDARD EXAMINATION WHICH IS EASILY 02364 29
                ADOPTABLE TO OTHER SHEETS.                             02364 30
*FILE           TOPOGRAPHY  MAPS  BLANK                                02364  9
```

```
*OBJECTIVES     THE OBJECTIVE OF THIS LECTURE IS TO INTRODUCE THE STUDENT 02365 28
                TO THE PROBLEM OF ANALYSIS OF CAUSE IN SOCIAL SCIENCE AND 02365 29
                GEOGRAPHY IN PARTICULAR.                                02365 30
*PREREQUISITE NONE                                                      02365 31
*EXPERIENCE     DETERMINISM IN SCIENCE AND GEOGRAPHY  THIS LECTURE IS   02365 11
                DESIGNED TO INTRODUCE THE STUDENT TO SOME OF THE        02365 12
                PHILOSOPHICAL PROBLEMS OF DETERMINISM AND INDETERMINISM. 02365 13
                THE LECTURE SHOULD FOCUS ON THE GEOGRAPHICAL DEBATE OVER 02365 14
                THESE ISSUES.  AS FAR AS POSSIBLE, THE LECTURE SHOULD   02365 15
                FOCUS ON SPECIFIC PROBLEMS IN GEOGRAPHY SUCH AS THE     02365 16
                LOCATION OF A GIVEN CITY.  FOR EXAMPLE THE TEACHER MAY  02365 17
                INSTITUTE DISCUSSION OF THE RELATIVE SIZE AND IMPORTANCE 02365 18
                OF CHICAGO AND ST LOUIS.  IT CAN BE ASKED IF THE DIFFER- 02365 19
                ENCES BETWEEN THESE TWO CITIES CAN BE UNDERSTOOD IN     02365 20
                RESPECT OF ENVIRONMENTAL OR OTHER DIFFERENCES.  THE     02365 21
                DISCUSSION SHOULD LEAD TO THE APPRECIATION OF COMPLEXITY 02365 22
                IN UNDERSTANDING CAUSES OF ALL BUT THE MOST SIMPLE      02365 23
                PHENOMENA.  OTHER POINTS OF DISCUSSION MIGHT INCLUDE THE 02365 24
                THE QUESTION OF TROPICAL DEVELOPMENT:  ARE THERE        02365 25
                ENVIRONMENTAL LIMITATIONS ON DEVELOPMENT IN THESE REGIONS 02365 26
                WHICH PROHIBIT THE RISE OF MODERN URBAN CIVILIZATION.   02365 27
*SETTING        LARGE GROUP  COLLEGE                                   02365 10
*MATERIALS      BLANK                                                  02365  5
*LEVEL          BLANK                                                  02365  8
*GENERAL        GENERALIST                                             02365  7
*HOURS          1                                                      02365  6
*EVALUATION     STANDARD TESTING PROCEDURE--SEE MODULE ON EXAMINATION.  02365 32
*FILE           PHILOSOPHY  DETERMINISM AND INDETERMINISM  GEOGRAPHICAL 02365  9
                DEBATE                                                 02365
```

```
*OBJECTIVES     THE OBJECTIVE OF THIS SECTION IS TO PROVIDE A METHOD TO  02366 39
                UNDERSTAND COMPLEXITY OF CAUSATION IN GEOGRAPHICAL AND  02366 40
                OTHER PHENOMENA. IT IS INTENDED THAT THIS SORT OF SCHEME 02366 41
                MAY BE USEFUL TO THE STUDENT IN UNDERSTANDING THE CAUSES 02366 42
                LEADING TO DECISIONS MADE BY THEMSELVES IN TEACHING.    02366 43
*PREREQUISITE LECTURE ON DETERMINISM IN SCIENCE AND GEOGRAPHY.          02366 44
                MODULE 2365                                            02366 45
```

```
*EXPERIENCE    LEVELS OF DETERMINISM  THIS LECTURE IS DESIGNED TO          02366 11
               INTRODUCE A SCHEMA OF ANALYSIS OF CAUSATION THAT WILL        02366 12
               SERVE TO BRING SOME ORDER TO THE CONFUSING WHELTHER OF       02366 13
               CAUSES THAT INTERACT AT ANY ONE PHENOMENON.  THE CONCEPT     02366 14
               IS THAT OF [LEVELS OF DETERMINATION[ AND BRIEFLY THE IDEA   02366 15
               IS THAT ALL PHENOMENA MAY BE UNDERSTOOD AS THE FUNCTION      02366 16
               OF A COMPLEX OF CAUSES AT DIFFERENT LEVELS OF                02366 17
               SIGNIFICANCE.  IN OUTLINE THESE LEVELS ARE AS FOLLOWS:       02366 18
               META  PERPETUAL QUESTIONS OF BEING+ BEYOND TIME AND SPACE   02366 19
               ≥E.G. THEOLOGICAL QUESTIONS AND ANSWERS+  MEGA               02366 20
               BIOLOGICAL-PHYSICAL BEHAVIOR.  IS AN ORGANISM MORE SUITED   02366 21
               TO ONE PLACE THAN ANOTHER.  ≥FISH IN THE SEA+.  MACRO        02366 22
               CULTURAL-HISTORICAL-GEOGRAPHICAL DETERMINANTS.  ≥E.G. THE   02366 23
               COURSE OF MIGRATIONS, SPREAD OF TECHNOLOGY+  MESO  THE       02366 24
               SPECIFIC MATRIX CULTURAL AND GEOGRAPHICAL OF A GIVEN         02366 25
               GROUP.  EXAMPLE NORTH AMERICA FOR THE INDIANS  MICRO  THE   02366 26
               CHANCE OCCURENCES OF HISTORY, GEOGRAPHY AND BIOGRAPHY.       02366 27
               ≥THE ROLE OF AN INDIVIDUAL IN CHOOSING THE SIDE OF A CITY+02366 28
               IT SHOULD BE BROUGHT OUT THAT EACH OF THESE LEVELS EXISTS   02366 29
               ≥HYPOTHETICALLY+ AT A DIFFERENT LEVEL OF SIGNIFICANCE, AND02366 30
               THAT THE CAUSE OF ANY PARTICULAR PHENOMENON CANNOT BE        02366 31
               UNDERSTOOD WITHOUT REFERENCE TO ALL LEVELS.  IT CAN BE       02366 32
               SHOWN HOW CHANCE PLAYS A ROLE IN PHENOMENAL DISTRIBUTIONS   02366 33
               ≥MICRO LEVEL OCCURENCE+ BUT HOW IN AN ULTIMATE SENSE ALL     02366 34
               THINGS APPEAR TO HAVE ADEQUATE CAUSE.  ≥OF COURSE IT MUST   02366 35
               BE POINTED OUT THAT AT THE META LEVEL WE ARE FACED WITH      02366 36
               ETERNAL CONUNDRUMS OF DETERMINISM-INDETERMINISM, AND SO GO02366 37
               FULL CIRCLE.                                                 02366 38
*SETTING       LARGE GROUP  COLLEGE                                         02366 10
*MATERIALS     BLANK                                                        02366  5
*LEVEL         BLANK                                                        02366  8
*GENERAL       GENERALIST                                                   02366  7
*HOURS         2 TO 3                                                       02366  6
*EVALUATION    THE BEST TEST OF THIS UNDERSTANDING WILL COME IN THE         02366 46
               SECOND PART OF THE INSTRUCTION WHERE THE STUDENTS WILL BE   02366 47
               ASKED TO APPLY¥ THIS TYPE OF THINKING IN A CONCRETE          02366 48
               SITUATION.                                                   02366 49
*FILE          CAUSATION ANALYSIS  LEVELS OF DETERMINISM  BLANK             02366  9
```

```
*OBJECTIVES    THE OBJECTIVE OF THIS ASSIGNMENT IS TO ALLOW THE STUDENT  02367 22
               PRACTICE IN UTILIZING THE CONCEPT OF LEVELS OF            02367 23
               DETERMINATION AND TO FURTHER ACQUAINT THEM WITH           02367 24
               GEOGRAPHICAL LITERATURE.                                  02367 25
*PREREQUISITE THE LECTURES ON DETERMINISM IN SCIENCE AND GEOGRAPHY      02367 26
*EXPERIENCE    ANALYSIS OF DETERMINANTS  THE STUDENT SHOULD READ [THE    02367 11
               LOCATION OF SALT LAKE CITY,[ BOBBS MERRILL REPRINT G-83 BY02367 12
               CHAUNCY D HARRIS WITH THE IDEA IN MIND OF CLASSIFYING THE 02367 13
               DETERMINANTS INTO THE SCHEME PRESENTED IN EARLIER LECTURES02367 14
               ON LEVELS OF DETERMINATION.  THE STUDENTS SHOULD BE       02367 15
               ADVISED THAT NOT NECESSARILY EVERLY LEVEL IS ANALYSED IN  02367 16
               ARTICLE.  THE STUDENTS SHOULD BE ENCOURAGED TO THINK ABOUT02367 17
               THE SCOPE OF THE ARTICLE:  HAVE ENOUGH LEVELS BEEN        02367 18
               INCLUDED TO MAKE A CONVINCING CASE OR SHOULD THE          02367 19
               DISCUSSION HAVE BEEN CARRIED ON IN A BROADER CONCEPTUAL   02367 20
               FRAMEWORK.                                                02367 21
*SETTING       LARGE GROUP  COLLEGE                                      02367 10
*MATERIALS     BLANK                                                     02367  5
*LEVEL         BLANK                                                     02367  8
*GENERAL       GENERALIST                                                02367  7
*HOURS         1                                                         02367  6
*EVALUATION    THE STUDENT MIGHT BE TESTED ORALLY IN CLASS, THROUGH      02367 27
               DISCUSSION, OR THROUGH ANNOTATION OF THE ARTICLE ITSELF   02367 27
               WHICH COULD THEN BE GRADED BY THE INSTRUCTOR.             02367 28
*FILE          DETERMINANTS ANALYSIS  GEOGRAPHY  BLANK                   02367  9
```

```
*OBJECTIVES    TO SUPPLEMENT AND AMPLIFY THE LECTURES ON DETERMINISM IN  02368 14
               SCIENCE AND GEOGRAPHY                                     02368 15
$PREREQUISITE SHOULD BE READ DURING THE WEEK WHICH PROBLEMS OF          02368 16
               DETERMINISM ARE BEING DISCUSSED.                          02368 17
*EXPERIENCE    READINGS ON DETERMINISM  READ [DETERMINISM IN GEOGRAPHY[  02368 11
               BY ROBERT S PLATT IN INTRO. TO GEOGRAPHY, SELECTED        02368 12
               READINGS:  122-129.                                       02368 13
*SETTING       LARGE GROUP  COLLEGE                                      02368 10
*MATERIALS     BLANK                                                     02368  5
*LEVEL         BLANK                                                     02368  8
*GENERAL       GENERALIST                                                02368  7
*HOURS         1                                                         02368  6
*EVALUATION    STANDARD EXAMINATION PROCEDURES AND/OR DISCUSSION IN CLASS02368 18
               IN RELATIONSHIP TO OTHER QUESTIONS OF DETERMINISM.        02368 19
*FILE          DETERMINISM  GEOGRAPHY  BLANK                             02368  9
```

```
*OBJECTIVES    THE OBJECTIVE IS TO INTRODUCE THEORY TO THE STUDENT       02369 31
               SHOWING THE TWO MAJOR SOURCES OF THEORY, AND THE          02369 32
               HYPOTHETICAL NATURE OF ALL THEORY.                        02369 33
*PREREQUISITE PREVIOUS MODULE                                           02369 34
*EXPERIENCE    THE PLACE OF THEORY IN SOCIAL SCIENCE   GEOGRAPHY         02369 11
               DEDUCTIVE AND INDUCTIVE THEORY.  THE LECTURER SHOULD      02369 12
               PRESENT THE DIFFERENCES BETWEEN DEDUCTIVE THEORY ≥THOSE   02369 13
               THEORIES WHICH APPEAR TO BE TRUE INTRINSICALLY. REGARDLESS02369 14
               OF EMPERICAL TESTING: E.G. A TWO HEADED COIN WILL         02369 15
               THEORETICALLY LAND AS MANY TIMES ON ONE SIDE AS ON THE    02369 16
               OTHER.  THE MOST ACCESSIBLE POINT IN A CIRCLE IS THE      02369 17
```

```
                CENTER,+ AND INDUCTIVE THEORY ≥THOSE WHICH ARISE FROM       02369 18
                OBSERVATION OF PHENOMENA: E.G. THE PERCEPTION OF A          02369 19
                CYCLICAL NATURE TO RAINFALL IN DRY MARGINS WHICH GIVES      02369 20
                RISE TO A THEORY OF CYCLICAL PERCIPITATION,+  IT SHOULD BE02369 21
                EMPHASISED THAT BOTH TYPES OF THEORY WORK TOGETHER, THAT    02369 22
                THERE ARE FEW EXAMPLES OF PURELY INDUCTIVE OR DEDUCTIVE     02369 23
                THEORY.  IT SHOULD ALSO BE POINTED OUT THAT UNLESS          02369 24
                INDUCTIVE THEORY HAS BEEN RIGOUROUSLY PROVEN ≥SHOWN TO BE   02369 25
                PREDICABLE+ DEDUCTIVE THEORY IS A MORE POWERFUL ANALYTIC    02369 26
                DEVICE.  THIS DISCUSSION SHOULD BE RELATED TO THE LEVELS    02369 27
                OF DETERMINATION WHERE IN IT CAN BE SHOWN THAT DEDUCTIVE    02369 28
                THEORY IS AT THE META AND MEGA LEVEL WHERE AS INDUCTIVE     02369 29
                THEORY ARISES FROM THE LOWER LEVELS,                        02369 30
*SETTING        LARGE GROUP  COLLEGE                                        02369 10
*MATERIALS      [THEORETICAL GEOGRAPHY[ WILLIAM BUNGE INTRO TO GEOG.        02369  5
                SELECTED READINGS,: 346*358.                                02369
*LEVEL          BLANK                                                       02369  8
*GENERAL        GENERALIST                                                  02369  7
*HOURS          1 HOUR                                                      02369  6
*EVALUATION     STUDENTS SHOULD BE ASKED TO CLASSIFY THEIR READINGS BY USE02369 35
                OF THEORY, DEDUCTIVE OR INDUCTIVE, OR NO USE OF THEORY.     02369 36
*FILE           DEDUCTIVE + INDUCTIVE  ANALYTIC DEVICES  BLANK              02369  9
```

```
*OBJECTIVES     THE OBJECTIVE OF THIS SECTION IS TO ILLUSTRATE THE USE OF   02370 28
                DEDUCTIVE THEORY IN GEOGRAPHY AND BY IMPLICATION IN OTHER   02370 29
                SCIENCES.  IT IS ALSO INTENDED AS A STEPING STONE TO THE    02370 30
                UNDERSTANDING OF OTHER CONCEPTS IN GEOGRAPHY.               02370 31
*PREREQUISITE PREVIOUS LECTURES, FOR REFERENCE SEE GETIS, ARTHUS AND        02370 32
                JUDITH.  [CHRISTALLER≤S CENTRAL PLACE THEORY,[ JOURNAL OF   02370 33
                GEOGRAPHY, LXV ≥MAY 1966+, 220-226.                         02370 34
*EXPERIENCE     SPATIAL THEORY THIS SECTION SHOULD ATTEMPT AN OUTLINE       02370 11
                INTRODUCTION TO THE USE OF THEORY IN GEOGRAPHY, OR AT       02370 12
                LEAST IN SPATIAL GEOGRAPHY.  IN PARTICULAR THE PROFESSOR    02370 13
                SHOULD ATTEMPT TO HAVE THE STUDENTS DISCOVER OPTIMUM        02370 14
                DISTRIBUTION OF CENTRAL PLACES ON A UNIFORM PLANE.  THIS    02370 15
                CAN BE ACCOMPLISHED IN SEVERAL WAYS OF WHICH THE MOST       02370 16
                DIRECT IS TO PLACE COINS ON A SURFACE IN SUCH A MANNER AS   02370 17
                TO MAKE EACH EQUALLY ACCESSIBLE.  IT WILL BE FOUND BY THE   02370 18
                STUDENTS THAT SUCH A DISTRIBUTION OF POINTS CAUSES THE      02370 19
                DEVELOPMENT OF A HEXAGONAL PATTERN OF SURFICE AREAS AS      02370 20
                DESCRIBED BY CHRISTALLER.  THE PROFESSOR SHOULD THEN        02370 21
                INTRODUCE THE CONCEPT OF HIGHER ORDERS OF CENTRAL PLACE     02370 22
                WITHIN THE DISTRIBUTION,  WHERE IN A DISTRIBUTION OF 30 OR02370 23
                SU PLACES WOULD LARGER URBAN PLACES TEND TO LOCATE^ WHERE   02370 24
                MIGHT THE LARGEST PLACE LOCATE^ WOULD THERE BE A TENDANCY   02370 25
                TOWARD ONE DOMINANT PLACE, OR MIGHT DOMINANCE BE SHARED     02370 26
                BY SEVERAL PLACES^                                          02370 27
*SETTING        LARGE GROUP  COLLEGE                                        02370 10
*MATERIALS      BLANK                                                       02370  5
*LEVEL          BLANK                                                       02370  8
*GENERAL        GENERALIST                                                  02370  7
*HOURS          1                                                           02370  6
*EVALUATION     THE STUDENT MIGHT BE TESTED BY DRAWING A THEORETICAL        02370 35
                DISTRIBUTION OF POINTS ON RULED PAPER AND DRAWING THE       02370 36
                PATTERN OF SERVICE AREAS THAT WOULD RESULT.  FOR AN         02370 37
                EXAMPLE OF THIS TECHNIQUE CONSULT PAGE 162 OF NEW           02370 38
                APPROACHES IN INTRODUCTORY COLLEGE GEOGRAPH COURSES.        02370 39
                COMMISSION ON COLLEGE GEOGRAPHY, PUBLICATION NO. 4,         02370 40
                ASSOCIATION OF AMERICAN GEOGRAPHERS, WASHINGTON, D.C.       02370 41
                1967.                                                       02370 42

*FILE           DEDUCTIVE THEORY                                          . 02370  9
```

```
*OBJECTIVES     TO FURTHER THE UNDERSTANDING OF DETERMINANTS IN GEOGRAPHY 02371 27
                AND INTRODUCE IN A THEORETICAL FRAMEWORK SOME OF THE      02371 28
                CONCEPTION USED IN THE MAN-LAND TRADITION OF GEOGRAPHY.   02371 29
*PREREQUISITE   PREVIOUS LECTURES AND ASSIGNMENTS ON THEORY AND           02371 30
                DETERMINATION,                                            02371 31
*EXPERIENCE     ENVIRONMENTAL THEORY THIS MODULE OF INSTRUCTION IS        02371 11
                INTENDED TO DEMONSTRATE THE MANNER BY WHICH VARIATIONS IN 02371 12
                THE NATURAL AND SOCIAL-CULTURAL ENVIRONMENT AFFECT THE    02371 13
                FUNCTIONING OF GEOGRAPHICAL PHENOMENA IN SPACE.  THE      02371 14
                STUDENTS SHOULD BE ASKED TO DISCUSS THE REASONS THAT THE  02371 15
                DISTRIBUTION OF SETTLEMENT IN THE UNITED STATES DO NOT    02371 16
                FOLLOW THE PATTERNS THAT WOULD BE EXPECTED BY A PURE      02371 17
                APPLICATION OF CENTRAL PLACE THEORY,  THIS SHOULD LEAD TO 02371 18
                AN UNDERSTANDING OF THE VARIATIONS INDUCED BY NATURAL AND 02371 19
                CULTURAL PHENOMENA, SUCH AS DIFFERENT TERRAIN CONDITIONS, 02371 20
                SOILS, CLIMATE AND SETTLEMENT HISTORY, CULTURAL TRADITIONS02371 21
                AND PERSONAL DECISIONS.  THIS DISCUSSION CAN BE NICELY    02371 22
                FITTED INTO THE MODEL OF LEVELS OF DETERMINATION, SHOWING 02371 23
                HOW THE DEDUCTIVE CENTRAL PLACE THEORY IS AT A MEGA LEVEL 02371 24
                OF THEORY, AND HOW THIS LEVEL OF REALITY IS MODIFIED BY   02371 25
                THE EMPERICAL CIRCUMSTANCE WHICH EXISTS AT LOWER LEVELS.  02371 26
*SETTING        LARGE GROUP  COLLEGE                                      02371 10
*MATERIALS      BLANK                                                     02371  5
*LEVEL          BLANK                                                     02371  8
*GENERAL        GENERALIST                                                02371  7
*HOURS          3                                                         02371  6
*EVALUATION     STUDENTS SHOULD READ [RURAL SERVICE CENTERS IN            02371 32
                SOUTHWESTERN WISCONSIN AND SOUTHERN ENGLAND[ BY BRUSH AND 02371 33
                BRACEY ≥BOBBS MERRIL REPRINT G-23+ AND ATTEMPT TO ANALYSE 02371 34
                THIS ARTICLE IN RESPECT TO THE WAY IN WHICH ENVIRONMENTAL 02371 35
                VARIATIONS LEAD TO DIFFERENCES IN THE THEORETICAL SPACIAL 02371 36
                PATTERNS.  THEIR BRIEF ≥ONE PAGE+ EVALUATION COULD BE     02371 37
                GRADED, OR DISCUSSED IN CLASS.                            02371 38
*FILE           ENVIRONMENTAL THEORY  NATURAL ENVIRONMENT  SOCIAL-CULTURAL02371  5
                ENVIRONMENT                                               02371
```

```
*OBJECTIVES     THE OBJECTIVE OF THIS SECTION IS TO GIVE THE STUDENT      02372 23
                SOME UNDERSTANDING OF HOW THE GEOGRAPHER CLASSIFIES EARTH 02372 24
                SPACE AND BY IMPLICATION INTRODUCE THE STUDENT TO THE     02372 25
                GENERAL PROBLEMS OF SCIENTIFIC CLASSIFICATION.            02372 26
*PREREQUISITE   LECTURES ON FOUR TRADITIONS IN GEOGRAPHY, THEORY IN       02372 27
                GEOGRAPHY,                                                02372 28
*EXPERIENCE     REGIONAL GEOGRAPHY THIS SECTION IS INTENDED TO PROVIDE    02372 11
                SOME UNDERSTANDING OF THE MANNER BY WHICH REGIONS ARE     02372 12
                DERIVED, AND THE PURPOSES FOR REGIONALIZATION.  THE       02372 13
                STUDENT SHOULD BE INTRODUCED TO THE CONCEPTS OF NODAL AND 02372 14
                UNIFORM REGIONS.  THE NODAL REGION CONCEPT MAY BE TIED TO 02372 15
                CENTRAL PLACE THEORY, AND THE UNIFORM REGIONS SHOWN TO BE 02372 16
                SOMEWHAT HYPOTHETICAL.  THE IDEA OF GEOGRAPHIC OR         02372 17
                PHYSIOGRAPHIC REGIONS SHOULD BE INTRODUCED, THAT IS THE   02372 18
                IDEA OF MULTI*FACTOR REGIONS SHOULD BE DISCUSSED, AND IN  02372 19
                GENERAL THE PROBLEM OF GENERALIZATION IN REGIONALIZATION  02372 20
                SHOULD BE STRESSED, SHOWING HOW THIS RELATES TO MOST      02372 21
                PROBLEMS OF SOCIAL SCIENCE.                               02372 22
*SETTING        LARGE GROUP  COLLEGE                                      02372 10
*MATERIALS      WHITTLESAY AND OTHER [REGIONAL GEOGRAPHY[ IN INTRO TO     02372  5
                GEOG. SELECTED READINGS ≥FOR INSTRUCTORS REFERENCE+       02372
```

```
*LEVEL         BLANK                                                    02372  8
*GENERAL       GENERALIST                                               02372  7
*HOURS         1                                                        02372  6
*EVALUATION    THIS CAN BE TESTED BEST IN THE FINAL SECTION OF          02372 29
               INSTRUCTION WHEREIN THE STUDENTS ARE ASKED TO REGIONALIZE 02372 30
               PART OF THE WORLD.                                       02372 31
*FILE          REGIONALIZATION  NODAL REGIONS + UNIFORM  MULTI-FACTOR   02372  9
               REGIONS                                                  02372
```

```
*OBJECTIVES    TO BRING THE RATHER THEORETICAL AND ABSTRACT CONCEPTS    02373 25
               TAUGHT IN THE FIRST SECTION OF INSTRUCTION TO BEAR IN A  02373 26
               CONCRETE PROBLEM OF GEOGRAPHICAL ANALYSIS.  IN ADDITION  02373 27
               THE PROBLEM ITSELF SHOULD PROVIDE THE STUDENTS WITH SOME 02373 28
               UNDERSTANDING OF THE WAY IN WHICH SCHOOLS ARE LOCATED AND 02373 29
               HOPEFULLY BEGIN VIEWING SUCH PHENOMENON IN AN OBJECTIVE  02373 30
               MANNER WHICH WOULD INCREASE THERE ABILITY TO FUNCTION AS 02373 31
               EDUCATORS.                                               02373 32
*PREREQUISITE  ALL PREVIOUS INSTRUCTION                                 02373 33
*EXPERIENCE    FIELD STUDY IN GEOGRAPHY AS A SUMMARY OF THIS PERIOD OF  02373 11
               INSTRUCTION THE CLASS AS A WHOLE WILL BE RESPONSIBLE FOR 02373 12
               THE PREPARATION OF A GEOGRAPHY OF THE EDUCATIONAL        02373 13
               FACILITIES OF THE AREA SURROUNDING THE CAMPUS.           02373 14
               ≥PREFERABLY A MEDIUM SIZED CITY, 100,00-250,000. IN      02373 15
               LARGER CITIES A REPRESENTATIVE CROSS-SECTION--RICH TO    02373 16
               POOR--SHOULD BE CHOSEN, AND IN SMALLER CITES SOME RURAL  02373 17
               AREAS SHOULD BE INCLUDED+,  THE CLASS SHOULD BE DIVIDED  02373 18
               INTO THREE GROUPS WHICH WILL WORK ON DIFFERENT ASPECTS OF 02373 19
               THE STUDY+ IN ADDITION THERE SHOULD BE A FORTH GROUP WITH 02373 20
               WHICH THE INSTRUCTOR WILL WORK MOST CLOSELY THAT WILL BE 02373 21
               EDITORIAL AND DIRECTIVE IN ITS PURPOSE.  SEE FOLLOWING   02373 22
               MODULES FOR MORE DETAILED DESCRIPTION OF THE WORK        02373 23
               EXPECTED OF EACH TEAM.                                   02373 24
*SETTING       LARGE GROUP  COMMUNITY                                   02373 10
*MATERIALS     [THE ROLE OF FIELD WORK[ ROBERT S. PLATT, INTRO. TO GEOG: 02373  5
               183-186                                                  02373
*LEVEL         BLANK                                                    02373  8
*GENERAL       GENERALIST                                               02373  7
*HOURS         6                                                        02373  6
*EVALUATION    THE CLASS WILL TURN IN A FINISHED REPORT WHICH WILL BE THE02373 34
               BASIS OF EVALUATION.  SINCE THIS IS A TEAM EFFORT, PART OF02373 35
               THE REPORT WILL INCLUDE A SELF-GRADED REPORT WHERE IN EACH02373 36
               TEAM GRADES THEMSELVES.                                  02373 37
*FILE          GEOGRAPHICAL ANALYSIS  FIELD STUDY  CLINICAL             02373  9
```

```
*OBJECTIVES    TO PROVIDE AN EXPERIENCE OF CORRELATING GEOGRAPHICAL DATA 02374 23
               INTO A LARGER FRAMEWORK.                                 02374 24
*PREREQUISITE  ALL PREVIOUS INSTRUCTION                                 02374 25
*EXPERIENCE    EDITORIAL TEAM THE PROFESSOR SHOULD CHOOSE THIS GROUP    02374 11
               MOST CAREFULLY IN AN ATTEMPT TO INCLUDE AT LEAST ONE     02374 12
               PERSON WHO SHOWS LEADERSHIP ABILITY AND A GRASP OF THE   02374 13
               SUBJECT AT HAND.  OTHERS WHO MIGHT HAVE HAD EDITORIAL    02374 14
               EXPERIENCE MIGHT FIT HERE NICELY.  THE ROLE OF THIS GROUP 02374 15
               WILL BE TO INTERPRET THE INSTRUCTIONS FOR THE FIELD      02374 16
               PROBLEM, COORDINATE THE THREE TEAMS AND BRING THEIR      02374 17
               REPORTS TOGETHER INTO A COMPREHENSIVE STUDY WITH AN      02374 18
               ADEQUATE INTRODUCTION AND CONCLUSION WHICH PLACES THE    02374 19
               ENTIRE STUDY WITHIN THE CONTEXT OF INSTRUCTION.  IT WILL 02374 20
               BE NECESSARY FOR THE INSTRUCTOR TO WORK CLOSELY WITH THIS 02374 21
               GROUP, IN ORDER TO ASSURE ADEQUATE LEADERSHIP.           02374 22
```

```
*SETTING      LARGE GROUP  COLLEGE                                     02374 10
*MATERIALS    BLANK                                                    02374  5
*LEVEL        BLANK                                                    02374  8
*GENERAL      GENERALIST                                               02374  7
*HOURS        6                                                        02374  6
*EVALUATION   THE FINAL REPORT WILL BE THE METHOD OF EVALUATION.  ALSO, 02374 26
              SINCE THE PROFESSOR WILL BE WORKING WITH THESE STUDENTS.  02374 27
              THERE SHOULD BE A SUBJECTIVE METHOD OF EVALUATION IN      02374 28
              RESPECT TO DEGREE OF PARTICIPATION, ETC,                  02374 29
*FILE         GEOGRAPHICAL ANALYSIS  FIELD STUDY  EDITORIAL TEAM        02374  9
```

```
*OBJECTIVES   PROBIDE EXPERIENCE OF USE OF CONCEPTUAL TECHNIQUES AT THE 02375 23
              MACRO LEVEL OF GEOGRAPHIC DETERMINATION,  THIS SHOULD LEAD02375 24
              TO A FINER UNDERSTANDING OF LEVELS OF DETERMINATION AND   02375 25
              THE PROBLEMS OF EDUCATION AT A WORLD SCALE.               02375 26
*PREREQUISITE ALL PREVIOUS INSTRUCTION                                  02375 27
*EXPERIENCE   MACRO LEVEL TEAM  THIS TEAM SHOULD BE COMPOSED OF THOSE   02375 11
              STUDENTS ≥AT LEAST ONE+ WHO HAVE SHOWN APTITUDE AT        02375 12
              CONCEPTUALIZATION OR A BROAD SCALE.  THE ASSIGNMENT OF    02375 13
              THIS TEAM WILL BE TO UNDERSTAND THE BROAD QUESTIONS OF    02375 14
              LOCATION OF EDUCATION IN THE STATE UNDER CONSIDERATION.   02375 15
              SUCH AN INQUIRY WOULD INTAIL UNDERSTANDING THE            02375 16
              DISTRIBUTION.  WHY IS EDUCATION LIMITED TO CERTAIN AREAS. 02375 17
              WHAT IS THE PURPOSE OF EDUCATION^  OTHER QUESTIONS OF THIS02375 18
              BROAD NATURE MIGHT BE SUGGESTED BY THE STUDENTS.          02375 19
              THE FINAL REPORT SHOULD INCLUDE ILLUSTRATIVE MATERIAL SUCH02375 20
              AS MAPS AS WELL AS A WRITTEN ANALYSIS AND BE INTEGRATED   02375 21
              WITH THE WORK OF OTHER TEAMS.                             02375 22
*SETTING      LARGE GROUP COMMUNITY                                     02375 10
*MATERIALS    BLANK                                                     02375  5
*LEVEL        BLANK                                                     02375  8
*GENERAL      SPECIALIST                                                02375  7
*HOURS        6                                                         02375  6
*EVALUATION   THE FINAL WRITTEN REPORT                                  02375 28
*FILE         FIELD STUDY  GEOGRAPHICAL ANALYSIS  MACRO TEAM            02375  9
```

```
*OBJECTIVES   PROVIDE EXPERIENCE IN THE APPLICATION OF VARIOUS MIDDLE   02376 23
              RANGE THEORIES TO EXPLAIN VARIATION IN DISTRIBUTION OF    02376 24
              EDUCATIONAL FACILITIES AT A LOCAL LEVEL,                  02376 25
*PREREQUISITE ALL PREVIOUS INSTRUCTION                                  02376 26
*EXPERIENCE   MESO LEVEL TEAM  THIS TEAM WILL BE INSTRUSTED WITH THE    02376 11
              ANALYSIS OF THE DECISION AND FACTORS THAT HAVE LED TO THE 02376 12
              DISTRIBUTION OF EDUCATIONAL FACILITIES WITHIN THE STATE OR02376 13
              REGION IN WHICH THE INSTRUCTION IN PRESENTED ≥E. G.       02376 14
              MICHIGAN, OR THE MID-WEST+.  THE DISTRIBUTION OF          02376 15
              EDUCATIONAL FACILITIES ≥ESPECIALLY HIGHER EDUCATION OWING 02376 16
              TO EASE OF DATA PROCURAL+ SHOULD BE STUDIED WITH THE      02376 17
              PURPOSE IN MIND OF EXPLAINING THOSE DISTRIBUTIONS BY      02376 18
              LOCATION THEORY, ENVIRONMENTAL VARIATION, CULTURAL        02376 19
              VARIATION, OR OTHER FACTORS,  THE FINAL REPORT SHOULD MAKE02376 20
              USE OF MAPS AND OTHER ILLUSTRATIVE MATERIALS, AND BE      02376 21
              INTEGRATED WITH THE WORK OF OTHER TEAMS,                  02376 22
*SETTING      LARGE GROUP COMMUNITY                                     02376 10
*MATERIALS    BLANK                                                     02376  5
*LEVEL        BLANK                                                     02376  8
*GENERAL      GENERALIST                                                02376  7
*HOURS        6                                                         02376  6
*EVALUATION   THE FINAL WRITTEN REPORT.                                 02376 27
*FILE         FIELD STUDY  GEOGRAPHICAL ANALYSIS  MESO LEVEL TEAM       02376  9
```

```
*OBJECTIVES     PROVIDE EXPERIENCE IN MICRO-ANALYSIS OF GEOGRAPHICAL        02377 27
                DISTRIBUTIONS FOR THE DUAL PURPOSE OF UNDERSTANDING THE     02377 28
                FACTORS LEADING TO LOCATION VARIATION AND TO REACH A        02377 29
                BETTER UNDERSTANDING OF THE DISTRIBUTION OF EDUCATION       02377 30
                FACILITIES,                                                 02377 31
*PREREQUISITE   ALL PREVIOUS INSTRUCTION                                    02377 32
*EXPERIENCE     MICRO LEVEL TEAM  THIS SHOULD BE THE LARGEST OF THE TEAM.   02377 11
                ITS PURPOSE WILL BE TO UNDERSTAND THE LOCATION OF           02377 12
                EDUCATIONAL FACILITIES WITHIN THE CITY CHOOSEN.  THE        02377 13
                METHODS USED TO DO THIS WILL INCLUDE MAPPING, EXPLORATION   02377 14
                ≥FIELD INVESTIGATION+ AND LIBRARY RESEARCH.  THE            02377 15
                INVESTIGATION SHOULD CONVERN ITSELF WITH ITSELF WITH THE    02377 16
                QUALITY OF EDUCATIONAL FACILITIES AS IT VARIES FROM PLACE   02377 17
                TO PLACE WITH IN THE STUDY AREA IN AN ATTEMPT TO            02377 18
                UNDERSTAND THE SOCIAL ANDPOLITICAL AS WELL ASGEOGRAPHIC     02377 19
                FACTORS LEADING TO THE DISTRIBUTION,  THE FINAL REPORT      02377 20
                MIGHT BE BEST ACCOMPLISHED IF THE TEAM DIVIDES ITSELF       02377 21
                FURTHER INTO DIFFERENTSCHOOL DISTRICTS, ETC.  IF THE CLASS02377 22
                IS LARGE ENOUGH, ONE GROUP MIGHT BE DIRECTED TO ANALYSING   02377 23
                THE INTERNAL STRUCTURE OF THE LOCATION OF FACILITIES ON     02377 24
                THE COLLEGE OR UNIVERSITY CAMPUS ON WHICH THE INSTRUCTION   02377 25
                IS BEING RECEIVED,                                          02377 26
*SETTING        LARGE GROUP COMMUNITY                                       02377 10
*MATERIALS      BLANK                                                       02377  5
*LEVEL          BLANK                                                       02377  8
*GENERAL        GENERALIST                                                  02377  7
*HOURS          6                                                           02377 6
*EVALUATION     FINAL WRITTEN REPORT                                        02377 33
*FILE           FIELD STUDY  GEOGRAPHICAL ANALYSIS  MICRO LEVEL TEAM        02377  9
```

ANTHROPOLOGY

It is fashionable to indicate the revolutions wrought in the postwar world in terms of the significant advances achieved in various fields of endeavor due, for the most part, to the stimuli of an hypertrophied technology in the service of international conflict. Important changes in anthropological theory and practice have emanating from this general context. Specifically, since World War II the concerns of an ever increasing number of anthropologists have often tended to be those which were formerly the particular and exclusive provinces of the politician, the industrialist, and the educator. Indeed, today Education Anthropology, for example, is an ever growing sub-discipline attracting many anthropologists (and educators) who perceive the important contributions which anthropology can make to the philosophy, methodologies and strategies of teaching.

It was not always so. In earlier years "the science of man" seemed to be characterized by its almost compulsive penchant for collecting esoteric minutae, a potpourri which ran the gamut of human behavior. In fact the sheer weight of unrelated data, by and large bereft of theoretical explication, doomed the prospective student to interminable confusion and frustration. Even the professional was forced to acknowledge, from time to time, this lamentable state of affairs. It would seem fair to say that these pre-war years, then, saw the amassing of anthropological information but little in the way of coherent theory of practical application of the same. In fact, currently some professional anthropologists would maintain that the discipline is not yet at the point when it can abandon its quest for primary data. These professionals would counsel against premature theory building or misguided attempts at the use of anthropological knowledge in the approach to a modern social problem. It would seem, however, that time is not on their side. Perhaps a newer age was heralded by the formation of the Society for Applied Anthropology, an offspring of the Second World War. First viewed by many as a schism, it now occupies a legitimate "center stage" position, an organization of professional anthropologists devoted to the rejuvenation of their field of inquiry by bringing it to bear upon the immediate and compelling challenge of modern life.

The new movement did not totally dismiss the past or relegate it to oblivion. On the contrary, previous efforts by earlier anthropologists had bequeathed an invaluable inheritance the innumerable observations of untold varieties of human behavior drawn from all corners of the globe. Professional descendants of these earlier investigators have now begun the task of casting these behaviors into meaningful and systematic form. Patterns are slowly emerging. Hypotheses are offered, and often rejected, as the panoramic view of man and his culture is pieced together and the "grand scheme", the evolution of man in society, slowly unfolds.

The "New Anthropology", then, capitalizes upon the "Old" and builds upon it. Its primary contribution is an overall perception of man in nature cast against a time span of many millenia. It is to this newer perception of man to which we will turn after briefly noting some salient features of anthropology, per se.

THE DISCIPLINE OF ANTHROPOLOGY

As a discipline anthropology can readily be distinguished from other behavioral sciences. These distinctions not only help to characterize the field but also establish its warrant of being the behavioral science embracing the most comprehensive view of Homo sapiens. Specifically, anthropology is by virtue of its:

1. Pan-Human Vision. Any human group regardless of its cultural complexity or deprivation is a legitimate focus of study. The Australian Aborigine or suburban executive enclaves are equally significant social groups in that analyses of both shed light on our species.

2. Cross-Cultural Comparison. The concern for all of mankind leads to significant cross-cultural comparison, comparison which to the anthropologist is analogous to the laboratory experiment of the natural and physical scientist. Such cross-cultural comparison allows the anthropologist to study particular social institutions

in differing cultural contexts with the purpose of noting how differing cultural milieus affect the institution and vice versa.

3. Holistic View of Man. Man is viewed as a complete, integrated organism. He is not dissected or reduced to component parts as his behaviors are recorded and analyzed. Just as anthropology seeks to understand man as a unitary, (whole) functioning organism, so it views man's cultures as totalities, recognizing the study of separate or isolated aspects thereof as leading to incomplete and distorted portrayals.

4. Concern For The Biological As Well as the Cultural Aspects of Man. The cultural and biological aspects of humanity are inextricably interrelated. No separation is possible. Indeed, insofar as man is concerned one implies and required the other.

5. Historical Perspective. Anthropology is not limited to biological and cultural dimensions of man. Anthropology is the sole repository of more than 99% of human history. By contrast, history is restricted to but a small segment of recent time. Paleontological and archaeological investigations are the primary sources of pre- and proto-historic data dealing with man.

6. Insistence on Participant Observation. Field studies characterize the anthropologist in action. His techniques are not those of the survey, interview, etc., as helpful as these may be. Rather, it is the day by day living with group to be studied that yields the holistic view of a given society. The recording of any and all behaviors over a long period of time is the goal here. Only by being a functioning member of the group can such observation and recording be complete and, more importantly, intelligible.

So much for some of the definitive characteristics of anthropology. Certainly the above list does not exhaust the methodological features or foci of research of anthropology. However, the student should be able to derive some of the basic dimensions and extensions of the anthropological frame of reference.

Prospective teachers can benefit from some knowledge of anthropology. A basic familiarity with its data, constructs, hypotheses and theories will enhance teacher effectiveness in terms of rapport with pupils, perception of extra-and intra-school influences that bear upon educational policies and objectives, curriculum planning, community relations, teacher preparation, pupil motivation, etc. But, the teacher candidate should be warned that questions will arise, questions calling for reappraisals of some of the shibboleths and sacred cows of American education. This caveat is in order lest it be assumed that anthropology is pancea. It may very well raise more uncertainties in the mind of the student than it will put down. Yet in perspective this may constitute a positive value. The discarding of ancient myths, fantasies and fetishes is a prerequisite for the development and survival of viable educational practices. If there is any one lethal error to which educators are prone to succumb it is that which results from the denial of cultural realities. To use today's vernacular, we must "tell it like it is." To reconstruct the present and past in accordance with chimeric hopes and projections is to relinquish one's claim to sanity!

But there is a more fundamental sense in which anthropology is an appropriate interest of teachers. Both anthropologists and teachers sustain an abiding dedication to man. A community of interests should underscore the complementarity of the two. Simply, teachers cannot afford to remain oblivious to the essential nature of their species. They cannot ignore the biocultural programming of their pupils. And it is to the anthropologist that the teacher must turn for the explication of such programming. In turn, the teacher must perceive the educational implications of the anthropologist's formulations.

THE NATURE OF HUMAN NATURE

While perhaps too early to specify in definitive terms the nature of Homo sapiens, it is possible to delineate certain aspects of the human condition which derive from the anthropological study of man. The following discussion will highlight such aspects in terms of biology and culture, and the interpenetration of the two. No attempt is made to present a technical discourse. Rather the general treatment which ensues should provide an adequate anthropological orientation for the prospective teacher. The experience modules which follow the discussion are intended to offer the student practical opportunities by which he may employ some anthropological techniques in gaining insight into the bio-cultural reality of man. In turn, these modules illustrate some of the observations which are outlined in the succeeding paragraphs.

I. The Age of Man. Man is a recent inhabitant of this planet insofar as geologic time is concerned. Assuming a terrestrial age of some four billion years (the earth may be much older) man has been present for less than one per cent of this total time span. If we accept the use and fabrication of tools as a singularly diagnostic index of man then we may hypothesize that man made his appearance perhaps some three million years ago. By mortal standards, of course, the origin of man is placed at most distant point on a temporal continuum.

While the species is quite new its impact upon the earth has been indelibly etched. The significance of the human species, then, is not directly correlated with its longevity though time which is a functional requirement of cultural evolution. At this point it might be germane to speculate that man might be a finite species, terminated in some future day as were some of the organisms which preceded him. Further comments will be addressed to this question.

II. Cultural Rather Than Genetic Adaptation. Man, except perhaps for the design of his foot, is a rather generalized specimen. Indeed, he is rather unimpressive from a biological standpoint. In comparison with other animals he seems to be, at best, a series of compromises--fast but not spectacularly so; strong, but not muscled to the extent of the horse and therfore not able to expend as much energy; stereoscopic vision which is nevertheless inferior to hawks, and many other animals.

Nevertheless, this generalized being represents a radical departure from all other organisms. His survival is dependent not upon genetic programming but cultural response. His success in exploiting various ecological niches hinges upon learned behaviors, not fortuitous constellations of genes.

Thus, rather by happenstance than teleological intent the generalized dimensions of man have been instrumental in securing his survival. The concatenation of generalized traits allows for cultural solutions to environmental problems. Man, unlike all other beings, is exempt from ecological pressures which have doomed other forms of life. The future of the human species, then, is not to be determined by arbitrary and capricious assortments of genetic material in forgiving habitats; it is rather to be created by cultural systems in rational concert, impelled by humanitarian considerations to seek an ever improving quality of life.

III. Culture: Definition and Analysis Culture, rather than genes, the means of adaptation and, therfore, survival. A non-technical, general understanding of its attributes and operation is in order.

There are definitions of culture and nauseum. Saying this we would simply define culture as the sum total of behaviors, ideas, and material articles which one group of people transmits to its descendants through the process of learning. As a shorthand definition we might say one's culture is one's social heritage. In any case, it can be seen that culture is an all-inclusive term covering such diverse occurences as the choosing of presidential candidates or the assembly line production of automobiles.

Perhaps a better way of conveying information about culture is to underscore its more characteristic attributes. Thus, culture relates to group behavior, not that of individuals.

Second, culture subsumes the total range of group behavior. The more conventional view emphasizing "the finer things in life," is misleading here.

Third, culture is learned, not genetically inherited, though each society (a group of individuals who sustain a given culture or sub-culture) which prescribed how, when and where such learning takes place.

Fourth, culture is not simply a sum total of random behaviors. Instead, culture is patterned; i.e., such cultural aspects as technology, social organization, religion, are not isolated and insulated behavior systems but interpenetrating, interrelated, interdependent; patterned.

Fifth, each culture has its peculiar or unique "flavor." Each society emphasizes certain aspects of the cultural system while minimizing others. This emphasis is termed the configuration of the society's culture; some anthropologists prefer the term focus. More usually the culture of a given society may manifest several foci or dominant themes. The reader can summon to mind those themes which appear to be most extensively elaborated in his own culture.

Sixth, culture is suffused with symbolism. To be sure in the case of language, mathematics, etc. this is obvious. What is less clear but more important is the symbolic content of most behaviors such that their manifest actions are of less significance than what these actions symbolize. Handshakes imply more than the contact of right hands! On this basis some would assert then that culture is both implicit and explicit.

Seventh, every culture specifies behavior along a continuum of permissiveness. That is, there is a greater or lesser range of performance of a given behavior so that rigid prescriptive or proscriptive rules are seldom the case. Similarly cultures provide acceptable options for unacceptable behavior. In England, for example, criminals "play the game" by not carrying firearms. A national disaster ensues when a criminal shoots to death the unarmed policeman on the beat. This not an acceptable option. (In America it is very likely that "white collar crime" is another example of an acceptable option.)

Eighth, cultures in their entirety are not equally available to observation and study. Overt aspects are easily perceived; covert aspects are often exposed only after lengthy and skilled questioning. Values, attitudes, motivations, etc. usually fall into the latter category.

Ninth, culture is to be viewed as dichotomous in terms of what people actually do and what they say they do. This distinction is often termed that of the real vs. ideal culture; "liberty and justice for all" vs. ghetto encapsulation.

Tenth, culture is not static, though rates of change may sometimes be so inconspicious and slow as to prohibit verification.

Cultural change, or evolution, occuring from the vantage point of history, appears to proceed at ever accelerating rates and may occur because of contact from without or innovation from within. In turn this means increasingly frequent readaptations to the environment, for the most part resulting in ever more independence of habitational influences but increasingly complex overall environmental (biocultural) accomodations. Among more sophisticated peoples elaborate cultural mechanisms have been evolved to deal with basic biological needs. In addition, individuals in such societies manifest greater opportunity for leisure activities for more comprehensive involvement with each other.

At ever more highly evolved levels of adaptation the merging or blending of the biological and the cultural is blurred. No event is purely one or the other. On the other hand those who want to assume the nonexistence of biological components in highly evolved mutifaceted cultural systems are treading on dangerous ground. No cultural system can be viable if it denies the biological constituents of its bearers. In sum, the most technologically advanced culture is vulnerable in spite of its energy potentials if it countenances terrestrial and atmospheric pollution.

As might be anticipated, cultural change is not an unmixed blessing. Change rates vary among various aspects of culture. Generally the technological change rate exceeds that of social structure. In such instances such aspects of culture are "out of synchronization." This phenomenon is termed cultural lag, a condition threatening a sizeable sample of humanity. Such a condition precludes staisfactory articulation of cultural elements. Cultural integration becomes progressively more difficult to maintain. Cultures so affected may be literally said to be "falling apart!"

There is another sense in which cultural change, so necessary to continuing adaptational equilibrium, may augur ill for those who are passive, unwitting witnesses for many, change is bewildering without meaning or explanation. In such cases individuals are quick to answer that they are no longer "with it." Individuals who experience feelings of this sort are regarded as alienated, disaffected. These feelings are not solely the result of change, of course. Even relatively stable cultures possess certain individuals who never become committed to the values their culture perpetuates. They too are not "with it;" they are also to be numbered among the alienated. The degree of alienation in a particular society is an index of the probability that the society is moribund.

So much for the attributes of culture. Certainly by now the prospective teacher has recognized that education is one aspect of culture. As such it is integrated with other aspects of our cultural system. Moreover, the imaginative reader cannot help but realize the great degree to which his culture has made the teacher a primary agent of cultural transmission and innovation, a key figure in the continuing biocultural adaptation of the society.

A primary objective of this selection, then, is to make the relationship of education to the overall cultural context manifest. Education is not undertaken in a self-contained vacuum. It is not an exaggeration to say that the teacher would do well to make his culture a primary and continuing subject of study, with professional education relegated to secondary concern. For the success of the latter, whatever form that may take, is predicated on the assumptions and values of the former.

Accordingly, the Experience Modules which follow are designed to first acquaint the student with certain dimensions of cultural systems, particularly those whose influence upon education is substantial. In some instances the foci of certain modules are other than Western Civilization when it was felt obvious contrasts would enhance the effect of the module. In any event the student can draw significant inferences from these modules, inferences which directly relate to his developing career.

By and large, in the manner of the anthropologist, these modules stress observation and recording of data. Participation in designated cultural systems is required. Some readings are involved. The suggested films also require observation and analysis as their respective modules direct. In every case the student should be able to abstract valuable insights from cultural phenomena which have definite bearings on education.

In effect the modules constitute a series of behavioral probes into culture with the goal of providing data which allows the teacher to effect a more satisfactory adaptation with contemporary cultural realities.

Time allowance for the total sequence of modules is estimated to be about 24 hours though more ambitious students will expend more time. The order of modules as presented is, for the most part, arbitrary.

```
*OBJECTIVES    FIRST, THE FILM IS A MEANS OF CREATING CULTURESHOCK. THE      02378 12
               AWARENESS OF CULTURE ADAPTATIONS SIGNIFICANTLY DIFFERENT      02378 13
               FROM OUR OWN.  ALSO TO INDICATETHE INFORMAL NATURE OF         02378 14
               EDUCATION CARRIED ON IN FAMILY GROUPS WHICH AIMS TO PASS      02378 15
               ON SURVIVALTECHNIQUES OF NOMADIC FORAGERS IN INHOSPITABLE     02378 16
               HABITATS.                                                     02378 17
*PREREQUISITE  THE OBJECTIVITY NECESSARY TO RECOGNIZE THE INGENUITY OF       02378 18
               THESE PEOPLE WHO HAVE EFFECTED A SUCCESSFUL ADAPTATION        02378 19
               TO A GRIM HABITAT.                                            02378 20
*EXPERIENCE    VIEW THE FILM ITHE HUNTERSI.                                  02378 11
*SETTING       SMALL GROUP *1-12 STUDENTS* COLLEGE                           02378 10
*MATERIALS     THE FILM MENTIONED ABOVE IS AVAILABLE FROM SEVERAL            02378  5
               SOURCES.  ONE IS BUREAU OF AUDIO-VISUAL INSTRUCTION.          02378
               UNIVERSITY OF WISCONSIN, UNIVERSITY EXTENSION, P. O. BOX      02378
               2093 MADISON, WISCONSIN 53701.                                02378
*LEVEL         ALL GRADES                                                    02378  8
*GENERAL       ALL CANDIDATES                                                02378  7
*HOURS         1 1/2                                                         02378  6
*EVALUATION    THE RECOGNITION OF THE LIMITATIONS OF HABITAT ON CULTURAL     02378 21
               EVOLUTION.  THE STUDENT SHOULD BE ALBE TO SEE THAT WHEN       02378 22
               MOST OF THE ENERGIES OF A SOCIAL GROUP ARE EXPENDED IN        02378 23
               PURSUIT OF FOOD THERE IS LITTLE LEFT FOR OTHER PURSUITS.      02378 24
               CONVERSELY, OUR AFFLUENT SOCIETY CAN SUPPORT A MOST           02378 25
               DIVERSE SYSTEM OF FORMAL EDUCATION.  THE SIGNIFICANT OF       02378 26
               THE BUSHMEN MOST FOCUS ON BIOLOGICAL SURVIVAL FAMILITES       02378 27
               ARE CHARGED WITH THE TRANSMISSION OF SUCH LEARNINGS.          02378 28
*FILE          FORAGING  SURVIVAL  FAMILY                                    02378  9
```

```
*OBJECTIVES    TO GIVE THE STUDENT AN IINSIDEI VIEW OF THE ENCULTURATION 02379 12

               *EDUCATION* OF A TURKISH CHILD, APROCESS SUPPORTED BY THE 02379 13
               WHOLE COMMUNITY.  IN THIS PROCESS THE ELDERS, UNLIKE OUR  02379 14
               SOCIETY, PLAY KEY ROLES.  ON THE OTHER HAND, THE NEW      02379 15
               SCHOOL IS AN INTRUDING ARM OF A DISTANT GOVERNMENT, AN    02379 16
               INTRUSION THREATENING A PRESANT VILLAGE.                  02379 17
*PREREQUISITE  READING ABILITY AND CONCENTRATION.                        02379 18
*EXPERIENCE    READ:  LIFE IN A TURKISH VILLAGE BY JOE E. PIERCE         02379 11
*SETTING       INDEPENDENT COLLEGE                                       02379 10
*MATERIALS     LIFE IN A TURKISH VILLAGE BY JOE E PIERCE, HOLT,          02379  5
               RINEHART AND WINSTON *NEW YORK*.  THIS CAN BE FOUND IN    02379
               MOST COLLEGE BOOK STORES OR LIBRARIES.                    02379
*LEVEL         ALL GRADES                                                02379  8
*GENERAL       ALL CANDIDATES                                            02379  7
*HOURS         2                                                         02379  6
*EVALUATION    STUDENT SHOULD PRECEIVE THE STRONG KIN AND COMMUNAL       02379 19
               RELATIONSHIPS WHICH HAVE PREVAILED FOR MANY YEARS AND     02379 20
               WHICH HAVE RENDERED HEALTHY SUPPORT IN THE EDUCATION OF   02379 21
               THE CHILD.  SUCH SUPPORT HAS MADE THE TRANSITION TO       02379 22
               ADULTHOOD RELATIVELY SMOOTH.  THE ABSENCE OF SUCH SUPPORTS02379 23
               IN OUR PLURALISTIC INDUSTRIAL SOCIETY SHOULD BE NOTED.    02379 24
               THE NEGATION OF THE IMPORTANCE OF ELDERS IN AMERICA IS    02379 25
               SIGNIFICANT BOTH TO EDUCATION AND THE SOCIETY AT LARGE.   02379 26
               THE CONTRASTS TO AMERICAN ADOLESCENTS CAN EASILY BE SEEN. 02379 17
*FILE          PEASANTS  VILLAGE  COMMUNITY                              02379  9
```

```
*OBJECTIVES     TO CLARIFY THE ESSENTIAL DIFFERENCES WHICH DISTINGUISH      02380 13
                THE TWO ORGANIZATIONS. TO NOTE THE AMBIVALENCE OF EACH OF   02380 14
                THESE ORGANIZATIONS IN REGARD TO THE OTHER≤S POSITIONS.     02380 15
*PREREQUISITE BEING A GOOD LISTNER.                                         02380 16
*EXPERIENCE     CONDUCT SHORT ≥HALF HOUR AT MOST+ INTERVIEWS WITH           02380 11
                REPRESENTATIVES OR OFFICERS OF THE NEA AND AFT.             02380 12
*SETTING        INDEPENDENT COMMUNITY                                       02380 10
*MATERIALS      BLANK                                                       02380  5
*LEVEL          ALL GRADES                                                  02380  8
*GENERAL        ALL CANDIDATES                                              02380  7
*HOURS          1                                                           02380  6
*EVALUATION     STUDENT SHOULD UNDERSTAND THE TWO VIEWS AS TO THE ROLE OF   02380 17
                THE TEACHER IN THIS SOCIETY AND THAT THE SOCIETY≤S IMAGE    02380 18
                OF THE TEACHER WILL BE LARGELY DETERMINED BY THE IMAGE      02380 19
                THE TEACHER HAS OF HIMSELF.  IN TURN, WHAT THE TEACHER MAY02380 20
                HOPE TO ACCOMPLISH IS DEPENDENT UPON THE SOCIETY≤S IMAGE    02380 21
                OF HIM.  WHAT IS THE LONG RUN EFFECT OF TEACHER STRIKES     02380 22
                ON EDUCATIONAL PROCESSES^                                   02380 23
*FILE           ROLE≥TEACHER+  PROFESSION  UNION                            02380  9
```

```
*OBJECTIVES     TO HAVE THE STUDENT BECOME SENSITIVE TO THE ROLE OF MASS    02381 15
                MEDIA IN SHAPING AMERICAN TASTES AND PREFERENCES BY         02381 16
                UTILIZING VARIOUS TECHNIQUES OF PERSUASION.                 02381 17
*PREREQUISITE NONE OTHER THAN THE ABILITY TO [SEE THROUGH[ AD WRITERS.      02381 18
*EXPERIENCE     CHOOSE ONE OF THE MORE WIDELY CIRCULATED MAGAZINES OR       02381 11
                NEWSPAPER,  CLASSIFY ITS ADVERTISEMENTS IN TERMS OF ≥1+     02381 12
                THE KINDS OF PRODUCTS OR ITEMS PROMOTED, AND ≥2+ THE        02381 13
                VALUES, EMOTIONS, PRESTIGES, ETC. BEING APPEALED TO.        02381 14
*SETTING        INDEPENDENT COLLEGE                                         02381 10
*MATERIALS      ANY LARGELY CIRCULATED MAGAZINE OR NEWSPAPER WHICH          02381  5
                FEATURES A SIZEABLE NUMBER OF ADVERTISEMENTS.               02381
*LEVEL          ALL GRADES                                                  02381  8
*GENERAL        ALL CANDIDATES                                              02381  7
*HOURS          1                                                           02381  6

(EVALUATION     THE STUDENT≤S ABILITY TO RECOGNIZE THAT EDUCATION MAY       02381 19
                OFTEN ≥AND SHOULD+ BE AT ODDS WITH THE VALUES AND           02381 20
                DIRECTIONS OF THE LARGER SOCIETY AND THAT IN THE            02381 21
                COMPETITION BETWEEN THE TWO THE STUDENT CLEARLY SUFFERS     02381 22
                AND THE TEACHER USUALLY COMES OUT SECOND BEST.              02381 23
*FILE           VALUES  CONTRADICATIONS  MASS MEDIA                         02381  9
```

```
OVJECTIVES     TO UNDERSCORE THE FACT THAT GOVERNMENTAL DECISIONS HAVE   02382 21
               GREAT IMPLICATION FOR EDUCATIONAL PRACTICES+ THAT NON-    02382 22
               EDUCATIONAL AGENCIES OR INSTITUTIONS DO HAVE GREAT        02382 23
               INFLUENCE IN EDUCATIONAL DECISIONS.                       02382 24
*PREREQUISITE BLANK                                                      02382 25
*EXPERIENCE    IN ANY NUMBER OF RECENT NEWSPAPERS AND NEWS MAGAZINES     02382 11
               MENTION HAS BEEN MADE OF A GUARANTEED ANNUAL WAGE OR      02382 12
               NEGATIVE INCOME TAX.  THESE PROPOSALS ARE OFTEN IN CONTEXT02382 13
               WITH SUGGESTIONS FOR A CONSTITUTIONAL AMENDMENT TO        02382 14
               GUARANTEE EVERY AMERICAN, WHETHER HE WORKS OR NOT, A      02382 15
               MINUMUM ANNUAL WAGE.  THE STUDENT SHOULD READ ENOUGH OF   02382 16
               THESE NEW ITEMS TO GAIN AT LEAST A SUPERFICIAL            02382 17
               UNDERSTANDING OF THE IMPLICATIONS OF SUCH PROPOSALS.      02382 18
               IN SOME INSTANCES THE READING OF A SINGLE COMPREHENSIVE   02382 19
               ARITCLE WILL SUFFICE.                                     02382 20
*SETTING       INDEPENDENT COLLEGE                                       02382 10
*MATERIALS     RECENT NEWSPAPERS AND MAGAZINES.                          02382  5
*LEVEL         ALL GRADES                                                02382  8
*GENERAL       ALL CANDIDATES                                            02382  7
*HOURS         1                                                         02382  6
*EVALUATION    STUDENT SHOULD BE ABLE TO DISCERN AT LEAST SOME OF THE    02382 26
               IMPLICATIONS OF SUCH PROPOSALS+ A REDIRECTION OF AMERICAN 02382 27
               EDUCATION WOULD BE REQUIRED WHEREBY EARLIER VALUES OF     02382 28
               HARD WORK ≥ THE TOTAL PROTESTANT ETHIC PERHAPS+  WOULD    02382 29
               HAVE TO BE DISCARDED IN FAVOR OF LEISURE ≥NOT WORKING+ AND02382 30
               AN EVER INCREASING GOVERNMENT DOLE.  WHAT IS AN           02382 31
               APPROPRIATE EDUCATION FOR A SOCIETY BASED ON LEISURE^     02382 32
*FILE          LEISURE  GOVERNMENT  VALUE                                02382  9
```

```
*OBJECTIVES    AGAIN, A FILM WHICH WILL PRODUCE CULTURE SHOCK.  HOWEVER, 02383 12
               THE MAIN PURPOSE IN VIEWING IT IS TO NOT HOW THE MAJORITY 02383 13
               OF THE DANI PEOPLESS TIME AND ENERGY IS DEVOTED TO WARFARE02383 14
               AND REVENGE, A BASIC THEM OR CONFIGURATION IN THEIR       02383 15
               CULTURE,  OTHER CONCERNS ARE SUBORDINATED TO THESE ENDS.  02383 16
               PEOPLE ARE EDUCATED TO WAR COMMENCING AT AN EARLY AGE.    02383 17
*PREREQUISITE OBJECTIVITY, THE PUTTING ASIDE OF PREJUDICES AND           02383 18
               PREVIOUS ASSUMPTIONS.                                     02383 19
*EXPERIENCE    VIEW THE FILM (DEAD BIRDS$.                               02383 11
*SETTING       SMALL GROUP≥1*12 STJDNETS+ COLLEGE                        02383 10
*MATERIALS     THE FILM MENTIONED ABOVE IS AVAILABLE FROM SEVERAL        02383 05
               SOURCES,  ONE IS THE BUREAU OF AUDIO-VISUAL INSTRUCTION,  02383
               UNIVERSITY OF WISCONSIN, UNIVERSITY EXTENSION, P, O. BOX  02383
               2093, MADISON, WISCONSIN 53701.                           02383
*LEVEL         ALL GRADES                                                02383  8
*GENERAL       ALL CANDIDATES                                            02383  7
*HOURS         1 1/2                                                     02383  6
*EVALUATION    THE TEACHER CANDIDATE SHOULD NOTE THAT THE MAIN THRUST≥S+ 02383 20
               OF A SOCIETY LARGELY DETERMINE THE DIRECTION OF SUBSITIARY02383 21
               INSTITUTIONS.  WARFARE IS INSTITUTIONALIZED AMONG THE     02383 22
               DANI.  WHAT OF AMERICA WHAT OF OUR WARFARE STATE^  NDEA   02383 23
               FUNDS, DRAFT DEFERMENTS AND THE PRODUCTION OF             02383 24
               TECHNOLOGISTS WHO CREATE THE ENGINES OF WAR ARE MAJOR     02383 25
```

```
                COMMITMENTS OF THE AMERICAN EDUCATIONAL SYSTEM,  AND WHAT 02383 26
                OF THE TEACHER WHO QUESTIONS THE POLICIES OF THE DEFENSE  02383 27
                ESTABLISHMENT.                                            02383 28
*FILE           CONFIGURATION  WARFARE  REVENGE                           02383  9
```

```
*OBJECTIVES     TO MAKE KNOWN TO TEACHER TRAINEES THE PRIMARY             02384 15
                CONSIDERATIONS OF SUCH CONTROLING BODIES AS EXPRESSED     02384 16
                DURING THEIR MEETINGS.                                    02384 17
*PREREQUISITE UNOBTRUSIVE PRESENCE.                                       02384 18
*EXPERIENCE     ATTEND A PUBLIC MEETING OF A SCHOOL BOARD, COUNTY SCHOOL  02384 11
                COMMITTEE OR ANY OTHER BODY CHARGED BY LAW WITH THE       02384 12
                CONTROL AND ADMINISTRATION OF PUBLIC SCHOOLS.  IN GENERAL 02384 13
                TERMS RECORD THE MAJOR CONCERNS OF THE MEETING.           02384 14
*SETTING        INDEPENDENT  COMMUNITY                                    02384 10
*MATERIALS      NONE                                                      02384  5
*LEVEL          ALL GRADES                                                02384  8
*GENERAL        ALL CANDIDATES                                            02384  7
*HOURS          1 1/2                                                     02384  6
*EVALUATION     STUDENT SHOULD LEARN FROM SUCH AN EXPERIENCE THE DEGREE OF02384 19
                CONTROL EXERCISED BY LAYMEN OVER HIS PROFESSION.  HE      02384 20
                SHOULD ALSO BE ABLE TO RECOGNIZE THE GREAT DEGREE OF      02384 21
                DIVERGENCE BETWEEN THE PRACTICAL [BRICKS AND MORTAR[      02384 22
                INTERESTS OF THE BOARD AND HIS OWN PROFESSIONAL           02384 23
                COMMITMENTS.  THE LIMITS PLACED ON THE PRACTICE OF HIS    02384 24
                PROFESSION BY ADMINISTRATIVE COUNCILS IS ONE REALITY THE  02384 25
                TEACHER MUST LEARN TO CONFRONT.                           02384 26
*FILE           ADMINISTRATION  CONTROL  LAYMEN                           02384  9
```

```
*OBJECTIVES     TO INDICATE HOW UNINTENDED RESULTS EMANATE FROM THE BEST  02385 15
                OF INTENTIONS. CULTURAL RUIN FOLLOWS THE INTRODUCTION OF  02385 16
                STEEL AXES.                                               02385 17
*PREREQUISITE NONE                                                        02385 18
*EXPERIENCE     READ: [STEEL AXES FOR STONE AGE AUSTRALIANS[ IN HUMAN     02385 11
                PROBLEMS IN TECHNOLOGICAL CHANGE: A CASEBOOK,             02385 12
                ED. EDWARD H. SPICER, RUSSELL SAGE FOUNDATION, 1952,      02385 13
                NEW YORK.                                                 02385 14
*MATERIALS      THE ABOVE LISTED BOOK OR ANY ONE OF SEVERAL COLLECTIONS OF02385  5
                READINGS IN ANTHROPOLOGY SUCH AS COHEN'S MAN IN           02385
                ADAPTATION: THE CULTURAL PRESENT, ALDINE, 1968, CHICAGO.  02385
*SETTING        INDEPENDENT  COLLEGE                                      02385 10
*LEVEL          ALL GRADES                                                02385  8
*GENERAL        ALL CANDIDATES                                            02385  7
*HOURS          1/2                                                       02385  6
*EVALUATION     THE STUDENT SHOULD BE ABLE TO SEE THE RELEVANCE OF THIS   02385 19
                SELECTION IN TERMS OF HIS OWN ATTEMPTS TO INNOVATE WITHIN 02385 20
                HIS OWN CLASSROOM OR THE POSSIBLE EFFECTS OF EDUCATIONAL  02385 21
                CHANGE ON LARGE SCALE.  HE SHOULD BE ABLE TO PERCEIVE     02385 22
                UNTOWARD RESULTS OF EVEN THE MOST CAREFULLY LAID          02385 23
                EDUCATIONAL AND/OR POLITICAL DECISIONS.                   02385 24
*FILE           CHANGE  INNOVATION  ALIENATION                            02385  9
```

```
*OBJECTIVES     TO LEARN THE ROLE OF EDUCATION IN OTHER COUNTRIE WHERE IT 02386 15
                IS VIEWED AS ONE OF THE PRIMARY VEHICLES FOR ACHIEVING    02386 16
                NATIONHOOD, MODERN STATUS OR DESIRED CHANGE.  EQUALLY, IT 02386 17
                SHOULD BE NOTED WHERE THE RESPONDENT FEELS IT HAS NOT     02386 18
                FULFILLED ITS EXPECTED ROLE.                              02386 19
*PREREQUISITE PATIENCE.                                                   02386 20
*EXPERIENCE     INTERVIEW A FOREIGN STUDENT, PREFERABLY NOT OF WESTERN    02386 11
```

```
              CIVILIZATION.  KEEP THE INTERVIEW FAIRLY INSTRUCTURED BUT  02386 12
              ATTEMPT TO ELICIT COMMENTS AS TO THE FUNCTION OR ROLE OF   02386 13
              EDUCATION IN HIS COUNTRY.                                  02386 14
*SETTING      INDEPENDENT  COMMUNITY                                     02386 10
*MATERIALS    NONE                                                       02386  5
*LEVEL        ALL GRADES                                                 02386  8
*GENERAL      ALL CANDIDATES                                             02386  7
*HOURS        1                                                          02386  6
*EVALUATION   STUDENT SHOULD RECOGNIZE THE VARIOUS NATIONAL PURPOSES TO  02386 21
              WHICH EDUCATION IS PUT AS WELL AS ITS FAILURES IN PURSUIT  02386 22
              OF SUCH GOALS.  THE INERTIA OF OTHER ASPECTS OF CULTURE    02386 23
              SHOULD BE NOTED IN ACCOUNTING FOR FAILURE.  STUDENT        02386 24
              SHOULD BE ABLE TO FORMULATE A TENTATIVE NATIONAL GOAL FOR  02386 25
              EDUCATION IN THIS COUNTRY.  IS IT FEASIBLE IN LIGHT OF     02386 26
              VARIOUS ASPECTS OF OUR CULTURE WHICH ARE INTEGRATED WITH   02386 27
              EDUCATION?                                                 02386 28
*FILE         MODERNIZATION  NATIONALISM  CHANGE                         02386  9
```

```
*OBJECTIVES   TO UNDERSTAND WHAT BRINGS ABOUT THE DISAFFECTION OF        02387 19
              SIGNIFICANT NUMBERS OF STUDENTS AND WHAT THEY PROPOSE TO   02387 20
              DO TO ALLEVIATE THE SIUATION.                              02387 21
*PREREQUISITE COURAGE AND PERSISTENCE.                                   02387 22
*EXPERIENCE   JOIN AN ACTIVIST STUDENT ORGANIZATION, STUDENTS FOR A      02387 11
              DEMOCRATIC SOCIETY, FOR EXAMPLE THOUGH A SIMILAR GROUP     02387 12
              WILL DO.  DETERMINE WHAT THE GOALS OF THE ORGANIZATION     02387 13
              HAPPEN TO BE.  HOW IS THE ORGANIZATION RELATED TO THE      02387 14
              LARGER SOCIETY? WHAT ARE THE STRATEGIES USED BY THE        02387 15
              ORGANIZATION TO PROMOTE THE ACHIEVING OF ITS GOALS?        02387 16
              ATTENDANCE AT SEVERAL OF ITS MEETINGS AND PARTICIPATION    02387 17
              IN SOME OF ITS ACTIVITIES IS IMPLIED.                      02387 18
*SETTING      INDEPENDENT  COMMUNITY                                     02387 10
*MATERIALS    NONE                                                       02387  5
*LEVEL        ALL GRADES                                                 02387  8
*GENERAL      ALL CANDIDATES                                             02387  7
*HOURS        3-4                                                        02387  6
*EVALUATION   STUDENT SHOULD RECOGNIZE THAT A GREAT DEAL OF THE PROTEST  02387 23
              IN OUR SOCIETY IS TO BE LAID AT THE FEET OF AN OBSOLETE    02387 24
              EDUCATIONAL SYSTEM, ONE OBLIVIOUS TO THE REAL NEEDS OF     02387 25
              PUPILS, IN LEAGUE, WITH OR PART OF THE ESTABLISHMENT,      02387 26
              SCHEMING TO MAINTAIN STATUS QUO.  HOW WOULD THE STUDENT    02387 27
              ANSWER THE CHARGE THAT SCHOOLS ARE NOT EDUCATIONAL         02387 28
              INSTITUTIONS BUT AGENCIES WHICH ALLOCATE THE HUMAN         02387 29
              RESOURCES OF THE SOCIETY?                                  02387 30
*FILE         PROTEST  ALIENATION  NONCONFORMITY                         02387  9
```

```
*OBJECTIVES   TO LEARN FROM DIRECT OBSERVATION AND PARTICIPATION WHAT    02388 14
              PTA MEMBERS BELIEVE TO BE THEIR LEGITIMATE ROLE IN         02388 15
              RELATION TO THE SCHOOL.                                    02388 16
*PREREQUISITE NONE                                                       02388 17
*EXPERIENCE   ATTEND A PTA MEETING.  QUERY PARENTS AS TO WHAT THEY       02388 11
              EXPECT OF THEIR TEACHERS AND SCHOOL.  HOW DO PARENTS VIEW  02388 12
              THE ROLE OF THE RTA?                                       02388 13
*SETTING      INDEPENDENT  COMMUNITY                                     02388 10
*MATERIALS    NONE                                                       02388  5
*LEVEL        ALL GRADES                                                 02388  8
*GENERAL      ALL CANDIDATES                                             02388  7
*HOURS        1 1/2                                                      02388  6
*EVALUATION   STUDENT SHOULD KNOW THE GOALS OF ONE OF THE MORE OBVIOUS   02388 18
              PRESSURE GROUPS.  IN ADDITION, HE SHOULD RECOGNIZE THE     02388 19
              MANNER IN WHICH MANY PARENTS ABDICATE PARENTAL          02388 20
              RESPONSIBILITIES WHILE AT THE SAME TIME PUSHING THE SCHOOL02388 21
              TO ACT AS PARENT SURROGATE IN THE INCULCATION OF PARENTAL 02388 22
              VALUES, ETC.                                            02388 23
*FILE         PARENTS  PTA  PRESSURE GROUP                            02388  9

*OBJECTIVES   TO LEARN OF THE BIRCH SOCIETY INTERPRETATION OF HISTORY   02389 14
              AND THE ROLE PLAYED BY SCHOOLS IN THAT HISTORY.  TO       02389 15
              UNDERSTAND THE WAYS IN WHICH BIRCH MEMBERS HOPE TO REMEDY 02389 16
              WHAT THEY BELIEVE TO BE A DEPLORABLE SITUATION.           02389 17
*PREREQUISITE NONE                                                      02389 18
*EXPERIENCE   ATTEND A JOHN BIRCH SOCIETY MEETING,  BECOME A MEMBER IF  02389 11
              THAT IS FEASIBLE.  WHAT ARE ITS GOALS AND MEANS OF        02389 12
              ATTAINING THEM^ FOR WHAT PURPOSE DOES THE SOCIETY EXIST^  02389 13
*SETTING      INDEPENDENT  COMMUNITY                                    02389 10
*MATERIALS    NONE                                                      02389  5
*LEVEL        ALL GRADES                                                02389  8
*GENERAL      ALL CANDIDATES                                            02389  7
*HOURS        2                                                         02389  6
*EVALUATION   TEACHER TRAINEES SHOULD KNOW THE BIRCH VIEW THAT SCHOOLS  02389 19
              AND EDUCATORS GENERALLY HAVE BEEN WILLING OR DUPED MEMBERS02389 20
              OF THE [COMMUNIST CONSPIRACY[ AND HAVE THUS PLAYED A MAJOR02389 21
              ROLE IN DIVESTING AMERICA OF ITS CHERISHED VALUES AND     02389 22
              RIGHTS.  THE BIRCH GOAL OF GAINING CONTROL OF LOCAL SCHOOL02389 23
              BOARDS SHOULD BE UNDERSCORED.                             02389 24
*FILE         REACTIONARIES  PRESSURE GROUP  CONSPIRACY                 02389  9

*OBJECTIVES   PROVIDE THE STUDENT WITH A TIME PERSPECTIVE NOT GAINED    02390 18
              FROM WRITTEN ACCOUNTS.  THIS IS A GRAPHIC WAY TO PORTRAY  02390 19
              CULTURAL EVOLUTION OR CHANGE.                             02390 20
*PREREQUISITE NONE                                                      02390 21
*EXPERIENCE   VIEW AN OLD MOVIE ON TELEVISION, ONE PREFERABLY FROM THE  02390 11
              ≤30≤S,  NOTE THE PLOT, THE [PROBLEMS[ POSED IN THE MOVIE, 02390 12
              THE SOLUTIONS OFFERED TO SUCH PROBLEMS, AND THE MAJOR     02390 13
              DISTINCTIONS OF THE LIFE OF THIS COUNTRY AS PORTRAYED AT  02390 14
              THAT TIME AND THAT WHICH EXISTS TODAY.  THOUGH OFTEN      02390 15
              DISTORTED MOVIES, IF CAREFULLY VIEWED, PROVIDE            02390 16
              OPPORTUNITIES TO GAIN VALUABLE INSIGHTS INTO BYGONE DAYS. 02390 17
*SETTING      INDEPENDENT  COLLEGE                                      02390 10
*MATERIALS    ACCESS TO A TELEVISION SET.                               02390  5
*LEVEL        ALL GRADES                                                02390  8
*GENERAL      ALL CANDIDATES                                            02390  7
*HOURS        1 1/2                                                     02390  6
*EVALUATION   STUDENT SHOULD RECOGNIZE THE VAST CHANGES OCCURING OVER   02390 22
              THE TIME SPAN INVOLVED AND SHOULD INQUIRE INTO AND        02390 23
              DETERMINE WHAT ROLE EDUCATION PLAYED IN SUCH CHANGE.      02390 24
              WHAT INNOVATIONS IN EDUCATION WERE SPAWNED BY THE NEW DEAL02390 25
              FOR EXAMPLE^ WHAT DID THE DEPRESSION MEAN IN TERMS OF     02390 26
              SCHOOL ENROLLMENTS^ AND THE GANG WARS OF THE TIME.  TO    02390 27
              PROJECT INTO THE FUTURE, WHAT ROLE MUST EDUCATION PLAY    02390 28
              TODAY IN REGARD TO PRESENT PROBLEMS AND CHANGE OF         02390 29
              DIRECTION REQUIRED^                                       02390 30
*FILE         PAST  CHANGE  CULTURAL EVOLUTION                          02390  9

*OBJECTIVES   TO CAST IN BOLD RELIEF THE VARIOUS VALUES AND OPINIONS OF 02391 20
              EDUCATION HELD BY DIVERSE COLLECTIONS OF PEOPLE.          02391 21
*PREREQUISITE PATIENCE.                                                 02391 22
*EXPERIENCE   CONDUCT A SERIES OF INTERVIEWS WITH PARENTS, AND          02391 11
```

```
                SEPARATELY CHILDREN, OF SEVERAL SOCIO-ECONOMIC CLASSES AND02391 12
                ETHNIC GROUPS; DETERMINE THE EDUCATIONAL VALUES EACH      02391 13
                GROUP HAS, WHAT VALUE, IF ANY, IS PLACED ON FORMAL        02391 14
                EDUCATION^ WHAT ARE THE EDUCATIONAL GOALS OF EACH GROUP^  02391 15
                ARRANGE YOUR INTERVIEWING SO THAT AT LEAST TWO CLASSES AND02391 16
                TWO ETHNIC GROUPS ARE REPRESENTED, WITH AN OPTIMUM NUMBER 02391 17
                OF, SAY, 12 PEOPLE BEING CONTACTED.  ARE THERE AGE AND/OR 02391 18
                SEX DIFFERENCES^                                          02391 19
*SETTING        INDEPENDENT  COMMUNITY                                    02391 10
*MATERIALS      TRANSPORTATION TO SUCH GROUPS MAY HAVE TO BE ARRANGED     02391  5
*LEVEL          ALL GRADES                                                02391  8
*GENERAL        ALL CANDIDATES                                            02391  7
*HOURS          4                                                         02391  6
*EVALUATION     THE STUDENT SHOULD HAVE NO DIFFICULTY IN FORMULATING A    02391 23
                SERIES OF INDICTMENTS OF TODAY≤S HOMOGENIZED EDUCATION    02391 24
                WHICH EMBRACES MIDDLE CLASS VALUES AND WASP VIRTUES.  WHAT02391 25
                ARE THE COMPELLING REASONS FOR DRASTICALLY REVISING       02391 26
                AMERICAN EDUCATIONAL PHILOSOPHY AND PRACTICE^             02391 27
*FILE           PLURALISM  HETEROGENEITY  VARIATION                       02391  9
```

GENERAL-LIBERAL EDUCATION

SOCIAL SCIENCE

INTRODUCTION TO SOCIOLOGY

PURPOSE

The purpose of this part of the program is to provide students with a brief introduction to the field of Sociology. It is assumed that most students have not been exposed to the scientific examination of society and have had little or no experience questioning their immediate social milieu in other than value or psychological terms. This segment of the program, then, attempts to sensitize students to the elements of scientific inquiry and provide them with a set of concepts for the reorganization of some of their sense data. Interwoven with the concepts is the empirical investigation of social processes; students should come away from this program segment with an appreciation of the research process and the utilization of data for reaching sound conclusions.

DESCRIPTION

This segment of the program begins with a brief statement of the nature of science and then shows how the study of society can be included within the realm of scientific investigation. Some of the handicaps of studying society are discussed as students become aware of the relationship betwen science and society. The tools of the sociologist are discussed with special emphasis on observation, interviews and experimentation. Although the latter is not elaborated beyond discussion, students are provided with opportunities to observe others in interaction and then construct a brief interview based upon their observations. Data gathered from the administration of the interview are continually used throughout the segment to illustrate the concepts presented.

The students are introduced to such concepts as status and role, norms and sanctions, culture and society. One central focal point for these concepts is the examination of the group and its social relationships. Thus, the concepts are treated as processes operative within the group setting. Substantive examples are based upon the data gathered in the small study mentioned above, and also drawn from readings on the family, friendship and work groups.

Toward the end of this segment of the program, students are introduced to larger social processes such as stratification, social change, the urbanization. These larger social processes are examined in the context of the framework developed in the first part of the program segment, i.e., overlapping small groups constituting the larger units of society. Students are made aware of sociological analysis of social problems by discussions of ethnic and racial relations (included in stratification), bureaucratization and power (included in organization) and over-population (included in urbanization). Thus, the later sections are actually multifaceted, introducing students to substantive material, ways of examing social phenomena, and awareness of social problems.

RATIONALE

It is important for students to acquire a basic understanding of social processes in order that they obtain more adequate understanding of the world in which they live. The American system is basically a psychological one in which social phenomena are explained in terms of the individual and his capacity to attain his goals by shaping his environment. Social constraints upon behavior are seldom considered as explanations or mediating factors. However, as we have become more sophisticated and have gathered new data and insights into our social world, the emergence of social variables has become more apparent. Many of today's social problems are clearly understandable from a sociological perspective rather than from an individualistic orientation.

UNIQUE APPROACHES

While this segment of the program actually employs few new techniques in the teaching of Sociology, it does stress the interplay of substance and empirical research. The approach employed attempts to concretize concepts by providing data for students to manipulate and see their variability.

The modules described in this segment of the program should be completed in approximately 25 hours of work. Some students will require more time if their reading skills are under average.

Other than the usual reading materials described in the modules, only a middle school willing to cooperate in a small research project is required for the segment of the program described herein.

```
*OBJECTIVES    TO TEACH STUDENTS ABOUT DIFFERENT WAYS OF GATHERING          02392 20
               KNOWLEDGE ABOUT THE SOCIAL WORLD IN WHICH THEY LIVE.         02392 21
*PREREQUISITE NONE                                                          02392 22
*EXPERIENCE    INTRODUCE STUDENTS TO THE SCIENTIFIC STUDY OF SOCIAL         02392 11
               RELATIONSHIPS,  THE NATURE AND METHOD OF SCIENCE SHOULD BE02392 12
               DISCUSSED USING COMPARISONS WITH OTHER TECHNIQUES FOR        02392 13
               GAINING KNOWLEDGE ABOUT THE WORLD IN WHICH WE LIVE.  FOR     02392 14
               EXAMPLE, LECTURES SHOULD CLEARLY INDICATE THE DIFFERENCE     02392 15
               BETWEEN SCIENCE AND RELIGION, PHILOSOPHY, COMMON SENSE,      02392 16
               ETC,  STRESS SHOULD BE PLACED UPON FACT THAT SCIENCE IS      02392 17
               OBJECTIVE, COMMUNICABLE, QUANTIFIABLE AND CAPABLE OF         02392 18
               REPLICATION,                                                 02392 19
*SETTING       LARGE GROUP  COLLEGE                                         02392 10
*MATERIALS     NONE                                                         02392  5
*LEVEL         GRADES 5-8                                                   02392  8
*GENERAL       ALL CANDIDATES                                               02392  7
*HOURS         1                                                            02392  6
*EVALUATION    HAVE STUDENTS DISCUSS OR WRITE ABOUT SUCH CONCEPTS AS        02392 23
               FRIENDSHIP, PARENTHOOD, ART, CITIZENSHIP, ETC. USING         02392 24
               DIFFERENT APPROACHES.                                        02392 25
*FILE          SCIENCE  SOCIAL SCIENCE  BLANK                               02392  9
```

```
*OBJECTIVES    TO INTRODUCE STUDENTS TO THREE BASIC TOOLS OF                02394 15
               SOCIOLOGISTS.                                                02394 16
*PREREQUISITE READ FROM SOCIOLOGISTS AT WORK, CHAPTER 9, JAMES A. DAVIS,02394 17
               [GREAT BOOKS AND SMALL GROUPS,[ CHAPTER 10, DAVID RIESMAN 02394 18
               AND JEANNE WATSON, [THE SOCIABILITY PROJECT,[ AND CHAPTER 02394 19
               11, BLANCHE GEER, [FIRST DAYS IN THE FIELD,[                 02394 20
*EXPERIENCE    DISCUSS WITH STUDENTS THE USES OF OBSERVATION,               02394 11
               QUESTIONNAIRES AND INTERVIEWS AND EXPERIMENTATION AS USED 02394 12
               IN SOCIOLOGY.  INDICATE THE IMPORTANCE OF EACH AND THE       02394 13
               CONDITIONS UNDER WHICH EACH IS APPROPIATE.                   02394 14
*SETTING       LARGE GROUP  COLLEGE                                         02394 10
*MATERIALS     COPIES OF INTERVIEW SCHEDULES. SOCIOLOGISTS AT WORK BY       02394  5
               PHILLIP E. HAMMOND ≥GARDEN CITY, NEW YORK: ANCHOR BOOKS,     02394
               DOUBLEDAY AND COMPANY, INC., 1967+.                          02394
*LEVEL         ALL GRADES                                                   02394  8
*GENERAL       ALL CANDIDATES                                               02394  7
*HOURS         3 1/2                                                        02394  6
*EVALUATION    HAVE STUDENTS DRAW UP A RESEARCH DESIGN TO STUDY             02394 21
               FRIENDSHIP PATTERNS AMONG SIXTH GRADE CHILDREN IN A          02394 22
               CLASSROOM.                                                   02394 23
*FILE          SOCIOLOGY  METHODS  SOCIOLOGISTS                             02394  9
```

```
*OBJECTIVES    TO INTRODUCE STUDENTS TO SOME HANDICAPS OF THE SCIENTIFIC 02395 20
               STUDY OF SOCIETY.                                         02395 21
*PREREQUISITE READINGS FOR MODULE 2394 AND READ APPENDIX, PP. 279-360,   02395 22
               OF STREET CORNER SOCIETY BY WILLIAM F WHYTE.              02395 23
*EXPERIENCE    DISCUSS WITH STUDENTS SOME OF THE SUBJECTS WHICH THEY     02395 11
               WOULD OPPOSE AS OBJECTS OF SOCIOLOGICAL INVESTIGATION.    02395 12
               EXAMINE IN DETAIL THE DIFFICULTIES SOCIOLOGISTS HAVE      02395 13
               BECAUSE OF PERSONS' VALUES AND BELIEFS.  ALSO DISCUSS     02395 14
               DIFFICULTIES IMPOSED BY THE YOUTH OF SOCIOLOGY AND ITS    02395 15
               UNDERDEVELOPED RESEARCH TECHNIQUES FOR GATHERING QUALITY  02395 16
               DATA.  CLOSE WITH A DISCUSSION OF THE ETHICS OF SOCIAL    02395 17
               INVESTIGATION AND THE CONFLICTS BETWEEN APPLIED AND       02395 18
               THEORETICAL USAGES.                                       02395 19
*SETTING       LARGE GROUP  COLLEGE                                      02395 10
*MATERIALS     STREET CORNER SOCIETY BY WILLIAM F. WHYTE ≥CHICAGO,       02395  5
               ILLINOIS:  UNIVERSITY OF CHICAGO PRESS, SECOND EDITION,   02395
               1955+,                                                    02395
*LEVEL         ALL GRADES                                                02395  8
*GENERAL       ALL CANDIDATES                                            02395  7
*HOURS         1/2                                                       02395  6
*EVALUATION    HAVE STUDENTS DISCUSS OBJECTIONS TO DOING RESEARCH ON     02395 24
               SCHOOL CHILDREN.                                          02395 25
*FILE          SOCIOLOGY-PROBLEMS  METHODS  BLANK                        02395  9
```

```
*OBJECTIVES    TO INTRODUCE STUDENTS TO METHOD OF OBSERVATION+ PROVIDE   02396 17
               QUESTIONS FOR FUTURE MODULES+ INTRODUCE STUDENTS TO       02396 18
               CONCEPTS OF INTERACTION, SOCIAL RELATIONSHIP AND SOCIAL   02396 19
               NORMS.                                                    02396 20
*PREREQUISITE MODULE 2394                                                02396 21
*EXPERIENCE    HAVE STUDENTS OBSERVE JUNIOR HIGH SCHOOL PUPILS IN A      02396 11
               CLASSROOM SETTING.  SETTING SHOULD BE RELATIVELY          02396 12
               UNSTRUCTURED WHEN CHILDREN ARE TALKING A GOOD DEAL AND    02396 13
               MOVING AROUND.  ROOM SHOULD BE SMALL ENOUGH THAT OBSERVERS02396 14
               CAN HEAR MOST OF WHAT IS BEING SAID, AND SEE MOST OF THE  02396 15
               INTERACTION AMONG CHILDREN.                               02396 16
*SETTING       LARGE GROUP  SCHOOL                                       02396 10
*MATERIALS     CLASSROOM WITH JUNIOR HIGH SCHOOL STUDENTS.               02396  5
*LEVEL         ALL GRADES                                                02396  8
*GENERAL       ALL CANDIDATES                                            02396  7
*HOURS         1                                                         02396  6
*EVALUATION    DISCUSSION WITH STUDENTS ABOUT THEIR OWN REACTIONS TO     02396 22
               OBSERVING OTHERS+ SEE IF THEY CAN DESCRIBE SOCIAL         02396 23
               INTERACTION AND NORMS IN OPERATION.                       02396 24
*FILE          METHODS  OBSERVATION  CLINICAL                            02396  9
```

```
*OBJECTIVES    TO SHOW STUDENTS HOW QUESTIONNAIRES ARE WRITTEN BASED ON  02397 16
               OBSERVATION AND SENSE DATA+ TO INTRODUCE STUDENTS TO      02397 17
               RUDIMENTS OF QUESTIONNAIRE CONSTRUCTION.                  02397 18
*PREREQUISITE MODULE 2396                                                02397 19
*EXPERIENCE    HAVE STUDENTS CONSTRUCT 15 TO 30 MINUTE QUESTIONNAIRE     02397 11
               ABOUT SOCIAL RELATIONSHIPS, SOCIAL NORMS, SANCTIONS,      02397 12
               LEADERSHIP, ETC.  STUDENTS SHOULD BE MADE AWARE OF PROBLEM02397 13
               QUESTIONS WHICH ARE AMBIGUOUS, VAGUE, DOUBLE BARRELLED,   02397 14
```

```
              ETC,  ITEMS SHOULD INCLUDE SOCIOMETRIC QUESTIONS,       02397 15
*SETTING      LARGE GROUP  COLLEGE                                    02397 10
*MATERIALS    NONE                                                    02397  5
*LEVEL        ALL GRADES                                              02397  8
*GENERAL      ALL CANDIDATES                                          02397  7
*HOURS        1                                                       02397  6
*EVALUATION   EXAMINE STUDENTS≤ ITEMS AND SELECT THOSE WHICH ARE BEST 02397 20
              FOR A SHORT QUESTIONNAIRE TO BE ADMINISTERED TO THE JUNIOR02397 21
              HIGH SCHOOL STUDENTS.                                   02397 22
*FILE         METHODS  QUESTIONNAIRE CONSTRUCTION  SOCIOMETRY         02397  9
```

```
*OBJECTIVES   TO INTRODUCE STUDENTS TO FIELD METHOD OF INTERVIEWING↓  02398 19
              TO MAKE THEM AWARE OF THEMSELVES IN INTERACTION WITH    02398 20
              OTHERS.                                                 02398 21
*PREREQUISITE MODULES 2394, 2396, 2397                                02398 22
*EXPERIENCE   ADMINISTER INTERVIEW TO JUNIOR HIGH SCHOOL STUDENTS WHO 02398 11
              WERE OBSERVED↓  EACH STUDENT SHOULD INTERVIEW THREE     02398 12
              STUDENTS AND EACH INTERVIEW SHOULD BE GEARED FOR        02398 13
              APPROXIMATELY 1/2 HOUR.  FOLLOWING THE THREE INTERVIEWS, 02398 14
              EACH STUDENT SHOULD WRITE UP HIS REACTIONS TO THE       02398 15
              INTERVIEW DESCRIBING THE SETTING, HOW THE RESPONDENT    02398 16
              REACTED AND HOW THE INTERVIEWER FELT ABOUT ASKING CERTAIN 02398 17
              QUESTIONS,                                              02398 18
*SETTING      LARGE GROUP  SCHOOL                                     02398 10
*MATERIALS    COPIES OF INTERVIEW SCHEDULE DEVELOPED IN MODULE 2397   02398  5
*LEVEL        ALL GRADES                                              02398  8
*GENERAL      ALL CANDIDATES                                          02398  7
*HOURS        2 1/2                                                   02398  6
*EVALUATION   READ STUDENTS≤ INTERVIEWS AND COMMENTS.  RETURN TO      02398 23
              STUDENTS COMMENTS UPON THE QUALITY OF THEIR INTERVIEWS  02398 24
              INDICATING WHERE THEY MIGHT HAVE PROBED FURTHER, WHERE  02398 25
              THEIR PROBES LED THE RESPONDENT TO A PARTICULAR ANSWER, 02398 26
              WHERE THEIR OWN ANXIETY INTERFERRED WITH THE RESPONDENT≤S 02398 27
              REPLY,                                                  02398 28
*FILE         METHODS  INTERVIEWING  SELF-OBSERVATION                 02398  9
```

```
*OBJECTIVES   TO INTRODUCE STUDENTS TO ANALYSIS OF SOCIOMETRIC DATA AND 02399 13
              CONCEPT OF SOCIAL RELATIONSHIPS.                        02399 14
*PREREQUISITE MODULE 2396                                             02399 15
*EXPERIENCE   USING DATA GATHERED FROM QUESTIONNAIRES, DRAW SOCIOMETRIC 02399 11
              MAPS OF EACH CLASSROOM OF JUNIOR HIGH SCHOOL STUDENTS.  02399 12
*SETTING      LARGE GROUP  COLLEGE                                    02399 10
*MATERIALS    COPIES OF COMPLETED QUESTIONNAIRES USED IN MODULE 2396. 02399  5
*LEVEL        ALL GRADES                                              02399  8
*GENERAL      ALL CANDIDATES                                          02399  7
*HOURS        3/4                                                     02399  6
*EVALUATION   PROVIDE STUDENTS WITH ADDITIONAL COMPLETED INTERVIEWS AND 02399 16
              HAVE THEM DRAW SOCIOMETRIC MAPS.                        02399 17
*FILE         DATA ANALYSIS  METHODS  SOCIOMETRY                      02399  9
```

```
*OBJECTIVES   TO INTRODUCE STUDENTS TO CONCEPTS OF STATUS AND SOCIAL  02400 15
              RELATIONSHIP.  TO INTRODUCE STUDENTS TO THE ANALYSIS OF 02400 16
              EMPIRICAL DATA.                                         02400 17
*PREREQUISITE MODULE 2399                                             02400 18
*EXPERIENCE   DISCUSS WITH STUDENTS CONCEPT OF STATUS, ROLES, AND SOCIAL02400 11
              RELATIONSHIPS↑  USING SOCIOMETRIC MAPS, SHOW STUDENTS   02400 12
              LEADERS, ISOLATES, CLIQUES ≥MUTUAL CHOICES↑.  DISCUSS   02400 13
              DIFFERENCES BETWEEN ASCRIBED AND ACHIEVED STATUS,       02400 14
```

```
*SETTING        LARGE GROUP  COLLEGE                                  02400 10
*MATERIALS      SOCIOMETRIC MAPS FROM MODULE 2399.                    02400  5
*LEVEL          ALL GRADES                                            02400  8
*GENERAL        ALL CANDIDATES                                        02400  7
*HOURS          1 1/4                                                 02400  6
*EVALUATION     HAVE STUDENTS UTILIZE MAPS DRAWN IN MODULE 2399 AND LABEL 02400 19
                LEADERS, ISOLATES, CLIQUE LINES.                      02400 20
*FILE           STATUS  SOCIOMETRY  SOCIAL RELATIONSHIP               02400  9

*OBJECTIVES     TO INTRODUCE STUDENT TO CODIFICATION OF EMPIRICAL DATA    02401 17
                AND CONCEPT FORMATION.                                02401 18
*PREREQUISITE   MODULE 2399 AND 2400                                  02401 19
*EXPERIENCE     HAVE STUDENTS DRAW UP CODE FOR SOME OTHER QUESTIONS FROM  02401 11
                THE QUESTIONNAIRE, E.G., WHAT DO YOU DO WITH YOUR BEST    02401 12
                FRIENDS^+ WHAT MAKES A PERSON POPULAR IN YOUR CLASS^+    02401 13
                WHAT KIND OF PERSON DONST YOU LIKE^+ HOW DO YOU TRY TO   02401 14
                STOP PEOPLE FROM DOING WHAT YOU DONST LIKE THEM TO DO^+  02401 15
                ETC.                                                  02401 16
*SETTING        LARGE GROUP  COLLEGE                                  02401 10
*MATERIALS      COMPLETED QUESTIONNAIRES FROM MODULE 2398.            02401  5
*LEVEL          ALL GRADES                                            02401  8
*GENERAL        ALL CANDIDATES                                        02401  7
*HOURS          1 1/2                                                 02401  6
*EVALUATION     GIVE STUDENTS REMAINDER OF COMPLETED QUESTIONNAIRES AND   02401 20
                HAVE THEM CODED AND CHECK CODE FOR ERRORS,            02401 21
*FILE           CODE CONSTRUCTION  SOCIAL RELATIONSHIP  DATA ANALYSIS     02401  9

*OBJECTIVES     TO HELP STUDENTS UNDERSTAND PROBLEMS OF CODING AND    02402 16
                ILLUSTRATE FURTHER REASONS FOR CAREFUL ITEM CONSTRUCTION  02402 17
                AND INTERVIEWING.  MARGINALS WILL GIVE STUDENTS OVERVIEW  02402 18
                OF CLASSROOM NORMS.                                   02402 19
*PREREQUISITE   MODULE 2401                                           02402 20
*EXPERIENCE     DISCUSS WITH STUDENTS PROBLEMS OF CODING SOME OF THE ITEMS02402 11
                WHICH HAVE LOW RELIABILITY+ DISCUSS REASONS FOR LOW   02402 12
                RELIABILITY IN TERMS OF GOOD ITEM CONSTRUCTION AND CODE   02402 13
                CLASSIFICATION.  TABULATE MARGINALS ≥FREQUENCIES+ FOR 02402 14
                COMPLETED CODE.                                       02402 15
*SETTING        LARGE GROUP  COLLEGE                                  02402 10
*MATERIALS      CODED RESPONSES FROM MODULE 10.                       02402  5
*LEVEL          ALL GRADES                                            02402  8
*GENERAL        ALL CANDIDATES                                        02402  7
*HOURS          1/2                                                   02402  6
*EVALUATION     HAVE STUDENTS SELECT A FEW QUESTIONS AND INTERPRET THEM   02402 21
                FROM MARGINALS.  ASK THEM TO BEGIN BRIEF ANALYSIS DESIGN, 02402 22
                E.G., DIFFERENCES BETWEEN MALE AND FEMALE RESPONSES.  02402 23
*FILE           CODING  DATA ANALYSIS  RELIABILITY                    02402  9

*OBJECTIVES     TO INTRODUCE CONCEPTS OF NORMS, SANCTIONS, GROUPS, AND    02403 16
                ASSOCIATIONS.                                         02403 17
*PREREQUISITE   NONE                                                  02403 18
*EXPERIENCE     DISCUSS WITH STUDENTS CONCEPTS OF NORMS AND SANCTIONS 02403 11
                RELATING THEM TO CONCEPTS OF SOCIAL RELATIONSHIPS AND 02403 12
                INTERACTION.  INTRODUCE CONCEPT OF SOCIAL GROUP AND   02403 13
                ASSOCIATIONS.  PRIMARY AND SECONDARY RELATIONSHIPS SHOULD 02403 14
                BE DISTINGUISHED.                                     02403 15
*SETTING        LARGE GROUP  COLLEGE                                  02403 10
*MATERIALS      NONE                                                  02403  5
*LEVEL          ALL GRADES                                            02403  8
```

```
*GENERAL        ALL CANDIDATES                                         02403  7
*HOURS          1                                                      02403  6
*EVALUATION     HAVE STUDENTS WRITE SMALL PAPER ABOUT PRIMARY          02403 19
                RELATIONSHIPS IN A LARGE ORGANIZATION DRAWING EXAMPLES 02403 20
                FROM SCHOOL SETTING.                                   02403 21
*FILE           NORMS  GROUPS  SANCTIONS                               02403  9
```

```
*OBJECTIVES     TO INTRODUCE STUDENTS TO CONCEPT OF CULTURE AND ITS USE   02404 14
                IN SOCIOLOGY.                                             02404 15
*PREREQUISITE HAVE STUDENTS READ: [BODY RITUAL AMONG THE NACIREMA.[ BY    02404 16
                HORACE MINER AND [CULTURAL CONTRADICTIONS AND SEX ROLES,[ 02404 17
                BY MIRRA KOMAROVSKY.                                      02404 18
*EXPERIENCE     DISCUSS WITH STUDENTS CONCEPT OF CULTURE, SUB-CULTURES,   02404 11
                CULTURAL VARIATIONS, ETHNOCENTRISM AND THE PHYSIOLOGICAL  02404 12
                AND GEOGRAPHIC LIMITATIONS OF CULTURAL VARIABILITY.       02404 13
*SETTING        LARGE GROUP  COLLEGE                                      02404 10
*MATERIALS      [BODY RITUAL AMONG THE NACIREMA,[ BY HORACE MINER.        02404  5
                AMERICAN ANTHROPOLOGIST, 58 ≥1956* 503-507+ [CULTURAL     02404
                CONTRADICTIONS AND SEX ROLES.[ BY MIRRA KOMAROVSKY,       02404
                AMERICAN JOURNAL OF SOCIOLOGY, 52 ≥1946* 184-189,         02404
*LEVEL          ALL GRADES                                                02404  8
*GENERAL        ALL CANDIDATES                                            02404  7
*HOURS          2 1/2                                                     02404  6
*EVALUATION     HAVE STUDENTS COMPARE THE SUB-CULTURE OF THEIR SCHOOL     02404 19
                SYSTEM WITH MARGINALS PRESENTED IN MODULE 2402.           02404 20
*FILE           CULTURE  CULTURAL RELATIVITY  ETHNOCENTRISM               02404  9
```

```
*OBJECTIVES     TO ILLUSTRATE OPERATION OF NORMS AND SANCTIONS IN          02405 18
                DIFFERENT GROUPS+ TO ILLUSTRATE THE MEASUREMENT OF         02405 19
                VARIABILITY AND ITS ANALYSIS+ TO SUGGEST THE ROLE OF       02405 20
                LEADERSHIP AND ITS RELATIONSHIP TO GROUP NORMS AS OPPOSED  02405 21
                TO A PSYCHOLOGICAL TRAIT.                                  02405 22
*PREREQUISITE MODULE 2400, 2401, AND 2403                                  02405 23
*EXPERIENCE     HAVE STUDENTS COMPARE RESPONSES OF LEADERS AND ISOLATES IN02405 11
                DIFFERENT CLIQUES MEASURED BY SOCIOMETRY ON INTERVIEW.     02405 12
                THEN HAVE STUDENTS COMPARE THESE RESPONSES WITH ORDINARY   02405 13
                RESPONDENTS.  FINALLY, HAVE STUDENTS COMPARE AVERAGE       02405 14
                RESPONSES FROM CLIQUES.  STUDENTS SHOULD FOCUS UPON NORMS  02405 15
                AND SANCTIONS OPERATING IN DIFFERENT CLIQUES+ IDENTIFY     02405 16
                DEVIANTS.                                                  02405 17
*SETTING        LARGE GROUP  COLLEGE                                       02405 10
*MATERIALS      MEAN RESPONSES TABULATED FROM QUESTIONNAIRE DATA OBTAINED  02405  5
                IN PREVIOUS MODULES.                                       02405
*LEVEL          ALL GRADES                                                 02405  8
*GENERAL        ALL CANDIDATES                                             02405  7
*HOURS          2                                                          02405  6
*EVALUATION     HAVE STUDENTS WRITE BRIEF PAPER SUMMARIZING THE FINDINGS   02405 24
                OF DIFFERENT NORMS IN OPERATION FOR A FEW CLIQUES OUTLINED02405 25
                IN THE QUESTIONNAIRE.                                      02405 26
*FILE           LEADERSHIP  DEVIANTS  NORMS                                02405  9
```

```
*OBJECTIVES     TO INTRODUCE STUDENTS TO CONCEPT OF SOCIETY AND FURTHER    02406 16
                UNDERSTANDING OF THE PART PLAYED BY PRIMARY GROUPS.        02406 17
*PREREQUISITE HAVE STUDENTS READ: THE HUMAN GROUP BY GEORGE HOMANS,        02406 18
                CHAPTERS 3 ≥THE BANK WIRING OBSERVATION ROOM*+ 7 ≥THE      02406 19
                NORTON STREET GANG*+ 9≥THE FAMILY IN TIKOPIA*.  ALSO READ:02406 20
                [THE AMERICAN FAMILY IN THE PERSPECTIVE OF OTHER           02406 21
                CULTURES[, BY CONRAD M. ARENSBERG, PP. 50-75.              02406 22
```

```
*EXPERIENCE     ≥15† DISCUSS WITH STUDENTS THE OPERATION OF SMALL GROUPS  02406 11
                IN LARGER SOCIETY.  DRAW ILLUSTRATIONS FROM FRIENDSHIP    02406 12
                GROUPS, THE FAMILY, AND LARGE SCALE ORGANIZATIONS.        02406 13
                SOCIETY CAN NOW BE CONCEPTUALIZED AS A SET OF OVERLAPPING 02406 14
                PRIMARY GROUPS.                                           02406 15
*SETTING        LARGE GROUP  COLLEGE                                      02406 10
*MATERIALS      THE HUMAN GROUP BY GEORGE C. HOMANS, ≥NEW YORK: HARCOURT, 02406  5
                BRACE AND CO., 1950† AND CONRAD M. ARENSBERG, [THE        02406
                AMERICAN FAMILY IN THE PERSPECTIVE OF OTHER CULTURES,[ IN 02406
                ELI GINZBERG ≥ED.† THE NATION≤S CHILDREN, VOL. 1, ≥N.Y.:  02406
                COLUMBIA UNIV. PRESS, 1960†.                              02406
*LEVEL          ALL GRADES                                                02406  8
*GENERAL        ALL CANDIDATES                                            02406  7
*HOURS          2                                                         02406  6
*EVALUATION     HAVE STUDENTS DISCUSS THE PART PLAYED BY PRIMARY GROUPS   02406 23
                IN THE LEARNING PROCESS IN A LARGE UNIVERSITY.            02406 24
*FILE           SMALL GROUPS  FAMILY  ORGANIZATIONS                       02406  9
```

```
*OBJECTIVES     TO PROVIDE STUDENTS WITH A KNOWLEDGE OF SOCIAL            02407 21
                STRATIFICATION AND ITS IMPLICATIONS FOR SOCIAL CHANGE, TO 02407 22
                PLACE MANY OF CONTEMPORARY AMERICA≤S SOCIAL PROBLEMS IN A 02407 23
                LARGER SOCIOLOGICAL PERSPECTIVE.                          02407 24
*PREREQUISITE MODULES 2395, 2399, 2400, AND 2406                          02407 25
*EXPERIENCE     DISCUSS THE CONEPT OF STRATIFICATION WITH STUDENTS.  USE  02407 11
                SOCIOMETRIC MAPS TO SHOW RANKS OF PERSONS AND             02407 12
                STRATIFICATION IN SMALL GROUPS.  SHOW HOW DIFFERENTIATION 02407 13
                EMERGES FROM THE DIVISION OF LABOR AND SOCIETY REWARDS    02407 14
                DIFFERENT SKILLS WITH UNEQUAL REWARDS.  DISCUSS THE       02407 15
                CORRELATES OF STRATIFICATION IN AMERICAN SOCIETY.  DISCUSS02407 16
                RACIAL AND ETHNIC RELATIONS AS A FUNCTION OF SOCIAL       02407 17
                STRATIFICATION.  CLOSE WITH A DISCUSSION OF SOCIAL        02407 18
                MOBILITY EMPHASIZING SIMILARITIES AMONG WESTERN           02407 19
                INDUSTRIALIZED SOCIETIES.                                 02407 20
*SETTING        LARGE GROUP  COLLEGE                                      02407 10
*MATERIALS      COPIES OF ELLIOT LIEBOW, TALLY≤S CORNER ≥BOSTON, MASS.:   02407  5
                LITTLE, BROWN, AND CO., 1967†                             02407
*LEVEL          ALL GRADES                                                02407  8
*GENERAL        ALL CANDIDATES                                            02407  7
*HOURS          3                                                         02407  6
*EVALUATION     HAVE STUDENTS COMPARE TALLY≤S CORNER WITH READINGS        02407 26
                DISCUSSING STREET CORNER SOCIETY ≥MODULES 2395 AND 2406†. 02407 27
*FILE           STRATIFICATION  RACE AND ETHNIC RELATIONS  SOCIAL         02407  5
                MOBILITY                                                  02407
```

```
*OBJECTIVES     TO PROVIDE STUDENTS WITH UNDERSTANDING OF MODERN          02408 19
                ORGANIZATIONS AND THEIR FUNCTION IN STABILIZING AND       02408 20
                CHANGING THE DISTRIBUTION OF REWARDS ≥STRATIFICATION      02408 21
                SYSTEM†.                                                  02408 22
*PREREQUISITE HAVE STUDENTS READ:  PETER M. BLAU, BUREAUCRACY IN MODERN   02408 23
                SOCIETY, MODULE 2407                                      02408 24
*EXPERIENCE     DISCUSS SOCIAL CHANGE IN AMERICA AS CONTINGENT UPON LARGE 02408 11
                ORGANIZATIONS AND NOT UPON INDIVIDUAL INNOVATION, I.E.,   02408 12
                SCHUMPETER≤S THESIS AS EXPOUNDED IN CAPITALISM, SOCIALISM 02408 13
                AND DEMOCRACY†  RELATE SOCIAL POWER TO OCCUPATIONAL       02408 14
                POSITION IN LARGE SCALE ORGANIZATIONS.  SHOW HOW SOCIETY  02408 15
                MAY BE CONCEPTUALIZED IN TERMS OF INTERLOCKING            02408 16
                ORGANIZATIONS, ORGANIZATIONS MAY BE CONCEPTUALIZED IN     02408 17
                TERMS OF OVERLAPPING PRIMARY GROUPS.                      02408 18
*SETTING        LARGE GROUP  COLLEGE                                      02408 10
```

```
*MATERIALS      COPIES OF PETER M, BLAU BUREAUCRACY IN MODERN SOCIETY,    02408  5
                ≥NEW YORK!  RANDOM HOUSE, INC., 1956†,                    02408
*LEVEL          ALL GRADES                                                02408  8
*GENERAL        ALL CANDIDATES                                            02408  7
*HOURS          2                                                         02408  6
*EVALUATION     HAVE STUDENTS DISCUSS THE ROLE OF SOCIALIZING AGENTS      02408 25
                ≥E,G., PARENTS, TEACHERS, ETC,† AS ENCOURAGING SOCIAL     02408 26
                CHANGE AS WELL AS HINDERING IT.  HAVE STUDENTS FOCUS UPON 02408 27
                CONSTRAINTS PLACED UPON AGENTSS ACTIONS BY THEIR          02408 28
                RELATIONSHIP TO LARGE SCALE ORGANIZATIONS,                02408 29
*FILE           SOCIAL CHANGE  ORGANIZATIONS  SOCIAL POWER                02408  9
```

```
*OBJECTIVES     TO INTRODUCE STUDENTS TO PROBLEMS OF URBANIZATION AND     02409 16
                OVERPOPULATION IN THE CONTEMPORARY WORLD,                 02409 17
*PREREQUISITE HAVE STUDENTS READ!  LOUIS WIRTH, [URBANISM AS A WAY OF     02409 18
                LIFE,[ IN P, K, HATT AND A. J. REISS, JR,, ≥EDS,† CITIES  02409 19
                AND SOCIETY, 46*63+ KINGSLEY DAVIS, [THE WORLDSS          02409 20
                POPULATION CRISIS,[ IN R, K, MERTON AND R, A, NISBET      02409 21
                ≥EDS,† CONTEMPORARY SOCIAL PROBLEMS, 374*408,             02409 22
*EXPERIENCE     DISCUSS WITH STUDENTS THE SPATIAL DISTRIBUTION OF         02409 11
                POPULATIONS ≥ECOLOGY†,  RELATE THESE CHARACTERISTICS TO   02409 12
                THE EMERGENCE OF URBANIZATION AS THE MODERN WAY OF LIFE   02409 13
                AND THE PROBLEMS OF OVERPOPULATION AS A RESULT OF LIMITED 02409 14
                RESOURCES,                                                02409 15
*SETTING        LARGE GROUP  COLLEGE                                      02409 10
*MATERIALS      COPIES OF P, K, HATT AND A. J. REISS, JR,, ≥EDS,† CITIES  02409  5
                AND SOCIETY ≥NEW YORK! THE FREE PRESS, 1957, REV, ED,†+   02409
                R, K, MERTON AND R, A, NISBET ≥EDS,† CONTEMPORARY SOCIAL  02409
                PROBLEMS ≥NEW YORK! HARCOURT, BRACE AND WORLD, INC., 1966,02409
                2ND ED,†                                                  02409
*LEVEL          ALL GRADES                                                02409  8
*GENERAL        ALL CANDIDATES                                            02409  7
*HOURS          2                                                         02409  6
*EVALUATION     HAVE STUDENTS COMPARE RURAL AND URBAN SOCIETY FOCUSING    02409 23
                UPON CHANGING NORMS RESULTING FROM INCREASING POPULATION. 02409 24
*FILE           POPULATION CRISIS  URBANIZATION  ECOLOGY                  02409  9
```

```
*OBJECTIVES     TO INTRODUCE THE BASIC CONCEPTS WHICH WILL BE USED IN     02410 15
                SUBSEQUEST EXPERIENCES                                    02410 16
*PREREQUISITE BLANK                                                       02410 17
*EXPERIENCE     ASSIGNED READING!  S. N, EISENSTADT, [ARCHETYPAL PATTERNS 02410 11
                OF YOUTH,[ DAEDALUS, VOL 91, NO. 1, ≥WINTER 1962† TALCOTT 02410 12
                PARSONS, [PATTERN VARIABLES REVISITED,[ AMERICAN          02410 13
                SOCIOLOGICAL REVIEW, 25! 467*483 ≥1962†,                  02410 14
*SETTING        LARGE GROUP  COLLEGE                                      02410 10
*MATERIALS      BLANK                                                     02410  5
*LEVEL          ALL GRADES                                                02410  8
*GENERAL        ALL CANDIDATES                                            02410  7
*HOURS          2                                                         02410  6
*EVALUATION     MODULE 2414                                               02410 18
*FILE           ARCHETYPAL PATTERNS  BLANK  BLANK                         02410  9
```

```
*OBJECTIVES     TO ESTABLISH A GENERAL CONTEXT WITHIN WHICH SOCIALIZATION 02411 28
                CAN BE UNDERSTOOD,                                        02411 29
*PREREQUISITE BLANK                                                       02411 30
*EXPERIENCE     PROFESSOR WILL DEFINE SOCIALIZATION AS ACQUISITION OF     02411 11
                ROLES, VALUES, AND IDENITY.  HE WILL POINT OUT THAT THESE 02411 12
                THREE PROCESSES CORRESPOND TO THE THREE MAJOR SYSTEMS OF  02411 13
```

```
               BEHAVIOR BETWEEN WHICH SOCIAL SCIENTISTS DISTINGUISH FOR  02411 14
               ANALYTICAL PURPOSES: SOCIAL SYSTEM, CULTURE AND           02411 15
               PERSONALITY.  EACH SOCIALIZATION EXPERIENCE CAN BE        02411 16
               ANALYZED ON EACH OF THESE THREE LEVELS.  PROFESSOR WILL   02411 17
               POINT OUT THAT THE THREE SYSTEMS, AND THUS THE THREE      02411 18
               SOCIALIZATION PROCESSES ARE NOT INDEPENDENT.  SOCIAL      02411 19
               SYSTEM IS PROBABLY MOST DIRECTLY AFFECTED BY NATURAL AND  02411 20
               ECONOMIC ENVIRONMENT, SINCE SOCIAL ROLES OFTEN INVOLVE    02411 21
               ECONOMIC ACTIVITY.  CULTURE ≥E.G. BELIEFS, VALUES+ DEPENDS02411 22
               HEAVILY ON SOCIAL ROLES AVAILABLE IN A SOCIETY, AND       02411 23
               PERSONALITY ATTRIBUTES DEVELOP IN THE PROCESS OF ROLE     02411 24
               PERFORMANCE. CULTURE AND PERSONALITY INTERACT AND ALSO    02411 25
               AFFECT THE SYSTEM OF SOCIAL ROLES.  PROFESSOR WILL        02411 26
               ILLUSTRATE THIS.                                          02411 27
*SETTING       LARGE GROUP  COLLEGE                                      02411 11
*MATERIALS     BLANK                                                     02411  5
*LEVEL         ALL GRADES                                                02411  8
*GENERAL       ALL CANDIDATES                                            02411  7
*HOURS         15 MIN.                                                   02411  6
*EVALUATION    MODULE 2414                                               02411 31
*FILE          SOCIALIZATION  CULTURE  PERSONALITY                       02411  9
```

```
*OBJECTIVES    TO DRAW ATTENTION TO THE MAJOR VARIABLES USED IN ROLE     02412 18
               ANALYSIS OF SOCIALIZATION PROCESSES.                      02412 19
*PREREQUISITE BLANK                                                      02412 20
*EXPERIENCE    PROFESSOR WILL DESCRIBE THE MAJOR SOCIALIZATION AGENTS:   02412 11
               FAMILY, AGE GROUPS ≥FORMAL OR INFORMAL+, SPECIAL SOCIAL IN02412 12
               INSTITUTIONS, E.G. SCHOOLS.  PROFESSOR WILL SET THE STAGE 02412 13
               FOR THE MAJOR QUESTION OF THIS SECTION: HOW IS THE        02412 14
               IMPORTANCE OF EACH OF THESE THREE TYPES OF AGENTS LIKELY  02412 15
               TO VARY BETWEEN SOCIETIES AND OVER TIME.  WHAT CONDITIONS 02412 16
               WILL GIVE EACH OF THEM PREEMINENCE^                       02412 17
*SETTING       LARGE GROUP  COLLEGE                                      02412 10
*MATERIALS     BLANK                                                     02412  5
*LEVEL         BLANK                                                     02412  8
*GENERAL       ALL CANDIDATES                                            02412  7
*HOURS         10 MIN.                                                   02412  6
*EVALUATION    MODULE 2414                                               02412 21
*FILE          SOCIALIZATION AGENTS  FAMILY  AGE GROUPS                  02412  9
```

```
*OBJECTIVES    TO GIVE STUDENTS DEFINITIONS OF BASIC CONCEPTS TO BE USED 02413 16
               IN SUBSEQUENT ANALYSES                                    02413 17
*PREREQUISITE BLANK                                                      02413 18
*EXPERIENCE    PROFESSOR WILL DEFINE THE CONCEPT OF ROLE, USING THE      02413 11
               FORMULATION OF NEAL GROSS, MASON AND MCEACHERN.  PROFESSOR02413 12
               WILL INTRODUCE THE FIVE PATTERN VARIABLES OF PARSONS AND  02413 13
               SHILLS AND WILL DEMONSTRATE WITH EXAMPLES HOW THEY APPLY  02413 14
               TO THE THREE SYSTEMS OF HUMAN BEHAVIOR.                   02413 15
*SETTING       LARGE GROUP  COLLEGE                                      02413 10
*MATERIALS     BLANK                                                     02413  5
*LEVEL         ALL GRADES                                                02413  8
*GENERAL       ALL CANDIDATES                                            02413  7
*HOURS         25 MIN.                                                   02413  6
*EVALUATION    MODULE 2414                                               02413 19
*FILE          ROLE  SOCIALIZATION  PATTERN VARIABLES                    02413  9
```

```
*OBJECTIVES    TO GIVE STUDENT SOME PRACTICAL EXPERIENCE IN THE USE OF   02414 22
               THE ROLE CONCEPT AND OF THE PATTERN VARIABLES.  TO OPEN UP02414 23
```

```
                THE TOPICS OF ROLE AND VALUE CONFLICT IN THE PROCESS OF   02414 24
                SOCIALIZATION+                                            02414 25
*PREREQUISITE BLANK                                                       02414 26
*EXPERIENCE     ASSIGNMENT, TO BE COMPLETED FOR DISCUSSION SESSION, 2418  02414 11
                EACH STUDENT WILL DRAW ON THE EXPERIENCE OF A PERSON HE   02414 12
                KNOWS VERY CLOSELY ≥SIBLING, FRIEND, HIMSELF+ AND WRITE A 02414 13
                SHORT PAPER ≥2-3 PAGES+ DESCRIBING HOW THAT BERSON≤S ROLES02414 14
                HAVE CHANGED.  THERE SHOULD BE A COMPLETE LIST OF ALL     02414 15
                ROLES AT AGES 12, 16 AND 20.  EACH ROLE SHOULD BE         02414 16
                CHARACTERIZED IN TERMS OF THE FIVE PATTERN VARIABLES.  IN 02414 17
                EACH CASE, THE VALUES ASSOCIATED WITH EACH ROLE SHOULD BE 02414 18
                STATED, AND THE EXTENT TO WHICH THESE VALUES ARE CONGRUENT02414 19
                OR NOT CONGRUENT WITH THOSE OF THE FAMILY, OF THE PEER    02414 20
                GROUP≥S+ AND OF ADULT SOCIETY SHOULD BE INDICATED.        02414 21
*SETTING        INDEPENDENT  COLLEGE                                      02414 10
*MATERIALS      BLANK                                                     02414  5
*LEVEL          ALL GRADES                                                02414  8
*GENERAL        ALL CANDIDATES                                            02414  7
*HOURS          2 HOURS                                                   02414  6
*EVALUATION     PROFESSORS EVALUATION OF PAPER AND EXCHANGES OF VIEWS IN  02414 27
                DISCUSSION GROUP.                                         02414 28
*FILE           ROLE CHANGE  SOCIALIZATION  PATTERN VARIABLES             02414  9
```

```
*OBJECTIVES     SEE ABOVE                                                 02415 17
*PREREQUISITE BLANK                                                       02415 18
*EXPERIENCE     PROFESSOR WILL PRESENT EISENSTADT≤S MAJOR THESES ABOUT THE02415 11
                OCCURENCE OF AGE GROUPS IN VARIOUS TYPES OF SOCIETIES,    02415 12
                POINTING OUT THE RELATIONSHIPS BETWEEN AGE GROUPS AND     02415 13
                FAMILY STRUCTURE, THE CONNECTIONS BETWEEN BOTH OF THESE   02415 14
                AND ECOLOGICAL, ECONOMIC AND MILITARY VARIABLES ≥DIVISION 02415 15
                OF LABOR, CLASS AND CASTE STRUCTURE, MILITARY             02415 16
                ORGANIZATION++  SEE S. N. EISENSTADT, FROM GENERATION TO  02415 17
                GENERATION, CHAPTERS 1-3.                                 02415 18
*SETTING        LARGE GROUP  COLLEGE                                      02415 10
*MATERIALS      BLANK                                                     02415  5
*LEVEL          BLANK                                                     02415  8
*GENERAL        BLANK                                                     02415  7
*HOURS          50 MIN.                                                   02415  6
*EVALUATION     MODULE 2420                                               02415 19
*FILE           AGE GROUPS  FAMILY STRUCTURE  BLANK                       02415  9
```

```
*OBJECTIVES     HELP STUDENTS UNDERSTAND THE TYPES OF CONFLICT SITUATIONS 02416 19
                THAT PRODUCE DEVIANT BEHAVIOR OF AGE GROUPS.              02416 20
*PREREQUISITE BLANK                                                       02416 21
*EXPERIENCE     READING ASSIGNMENTS!  J. B. MAYS, [A STUDY OF DELIQUENT   02416 11
                COMMUNITY,[ BRITISH JOURNAL OF DELINQUENCY JULY, 1952.    02416 12
                ERIC H. ERIKSON, [HITLER≤S IMAGERY AND GERMAN YOUTH[ IN   02416 13
                HIS CHILDHOOD AND SOCIETY.  RECOMMENDED!  SELECTIONS FROM 02416 14
                H. BECKER, GERMAN YOUTH, BOND OR FREE^  SELECTIONS FROM   02416 15
                A. K. COHEN, DELINQUENT BOYS: THE CULTURE OF THE GANG     02416 16
                ≥EACH STUDENT SHOULD DO ABOUT TWO HOURS OF READING IN     02416 17
                RECOMMENDED MATERIALS, MORE IF POSSIBLE.+                 02416 18
*SETTING        INDEPENDENT  COLLEGE                                      02416 10
*MATERIALS      BLANK                                                     02416  5
*LEVEL          ALL GRADES                                                02416  8
*GENERAL        ALL CANDIDATES                                            02416
*HOURS          4 HOURS                                                   02416  6
*EVALUATION     2420                                                      02416 22
*FILE           SOCIAL CONFLICT  DEVIANT BEHAVIOR  AGGRESSION             02416  9
```

```
*OBJECTIVES     ASIDE FROM THE CONTENT ALREADY SPECIFIED, IT IS IMPORTANT 02417 22
                TO GIVE STUDENTS AN UNDERSTANDING THAT SOCIETIES ARE BOTH 02417 23
                VERY DIFFERENT AND VERY SIMILAR+ THAT THE MAJOR           02417 24
                DISTINCTION TO BE DRAWN IS NOT NECESSARILY BETWEEN        02417 25
                [PRIMITIVE[ AND [MODERN[ SOCIETIES+ THAT SIMILAR SOCIAL   02417 26
                STRUCTURES AND FUNCTIONS CAN BE FOUND AT VARIOUS LEVELS OF02417 27
                [MODERNITY.[                                              02417 28
*PREREQUISITE BLANK                                                       02417 29
*EXPERIENCE     PROFESSOR WILL DISCUSS TYPES OF AGE GROUPS, I.E. THOSE    02417 11
                SPECIALIZED FUNCTIONS IN SOCIETY, THOSE PERMITTING SOCIAL 02417 12
                MOBILITY AND THOSE ENGAGED IN DIFFUSE PREPARATION FOR     02417 13
                CITIZENSHIP.  HE WILL EMPHASIZE THE RELATIONSHIP BETWEEN  02417 14
                TYPES OF AGE GROUPS AND THE STRUCTURE OF AUTHORITY.  HW   02417 15
                WILL SHOW HOW EACH TYPE OF AGE GROUP HANDLES THE PROBLEM  02417 16
                OF TRANSITION FROM CHILDHOOD TO ADOLESCENCE AND FROM      02417 17
                ADOLESCENCE TO ADULT STATUS.  HE WILL DISCUSS THE         02417 18
                INTEGRATIVE FUNCTIONS OF AGE GROUPS AND THE CONDITIONS    02417 19
                WHICH MAKE FOR DEVIANT AGE GROUPS.  SEE EISENSTADT, OP.   02417 20
                CIT. CHS. 4 AND 5.                                        02417 21
*SETTING        LARGE GROUP  COLLEGE                                      02417 10
*MATERIALS      BLANK                                                     02417  5
*LEVEL          ALL GRADES                                                02417  8
*GENERAL        ALL CANDIDATES                                            02417  7
*HOURS          50 MINUTES                                                02417  6
*EVALUATION     MODULE 2420                                               02417 30
*FILE           AGE GROUPS  SOCIALIZATION  BLANK                          02417  9
```

```
*OBJECTIVES     GIVE STUDENT A GOOD SENSE OF THE WIDE DIVERSITY OF        02419 25
                SOCIALIZATION PATTERNS IN DIFFERENT CULTURES+ ILLUSTRATE  02419 26
                THE VARIETY OF PERSONALITY TYPES RESULTING FROM DIVERGENT 02419 27
                CULTURAL VALUES+ SUGGEST CONDITIONS UNDER WHICH CULTURAL  02419 28
                VALUES MAY BE FUNCTIONAL OR DYSFUNCTIONAL FOR INDIVIDUAL  02419 29
                DEVELOPMENT,                                              02419 30
*PREREQUISITE BLANK                                                       02419 31
*EXPERIENCE     READING ASSIGNMENT:  JOHN W. WHITING, [THE LEARNING OF    02419 11
                VALUES,[ IN EVON Z. VOGT AND ETHEL M. ALBERT, EDS. PEOPLE 02419 12
                OF RIMROCK, 1966 MARGARET MEAD, AGE PATERNING IN          02419 13
                PERSONALITY DEVELOPMENT,[ IN AM. J. OF ORTHOPSYCHIATRY,   02419 14
                1947 JEAN PIAGET, [PRINCIPAL FACTORS DETERMINING          02419 15
                INTELLECTUAL EVOLUTION FROM CHILDHOOD TO ADULT LIFE,[ IN  02419 16
                FACTORS DETERMINING HUMAN BEHAVIOR, DOUGLAS ADRIAN ET AL.,02419 17
                EDS,  THE FOLLOWING ARTICLES FROM DEADALUS, WINTER, 1962: 02419 18
                REUEL DENNY, [AMERICAN YOUTH TODAY: A BIGGER CAST, A WIDER02419 19
                SCREEN.[ KENNETH KENNISTON, SOCIAL CHANGE AND YOUTH IN    02419 20
                AMERICA,[ ROBERT JAY LIFTON, [YOUTH AND HISTORY:          02419 21
                INDIVIDUAL CHANGE IN POSTWAR JAPAN.[ LAURENCE WYLIE,      02419 22
                [YOUTH IN FRANCE AND THE UNITED STATES,[ GEORGE SHERMAN,  02419 23
                [SOVIET YOUTH, MYTH AND REALITY.[                         02419 24
*MATERIALS      BLANK                                                     02419  5
*LEVEL          ALL GRADES                                                02419  8
*GENERAL        ALL CANDIDATES                                            02419  7
*HOURS          4 HOURS                                                   02419  6
*EVALUATION     MODULE 2420                                               02419 32
*FILE           SOCIALIZATION PATTERNS  PERSONALITY TYPES  CULTURAL VALUES02419  9
```

```
*OBJECTIVES     THIS WILL ENABLE STUDENTS TO DEEPEN THEIR INSIGHTS IN THE 02420 16
                LIGHT OF THE DISCUSSION HAVING TAKEN PLACE AND IN THE     02420 17
                LIGHT OF THE DISCUSSIONS OF VALUES AND IDENTITY DURING    02420 18
                THIS WEEK,                                                02420 19
*PREREQUISITE BLANK                                                       02420 20
*EXPERIENCE     ASSIGNMENT:  STUDENTS WILL EXPAND THE PAPER DONE DURING   02420 11
                PRECEDING WEEK MODULE 2414 TO INCLUDE DESCRIPTION OF ROLE,02420 12
                VALUE AND IDENTITY CONFLICTS AND PROBLEMS AND SKETCH HOW  02420 13
                THESE WERE RESOLVED ≥IF RESOLVED↑, OR HOW THEY MIGHT BE   02420 14
                RESOLVED.                                                 02420 15
*SETTING        INDEPENDENT  COLLEGE                                      02420 10
*MATERIALS      BLANK                                                     02420  5
*LEVEL          ALL GRADES                                                02420  8
*GENERAL        ALL CANDIDATES                                            02420  7
*HOURS          2                                                         02420  6
*EVALUATION     EVALUATION OF THIS PAPER BY PROFESSOR                     02420 21
*FILE           ROLE  SOCIAL CONFLICT  VALUES                             02420  9
```

```
*OBJECTIVES     TO INCREASE APPRECIATION OF CULTURAL DIVERSITY, FOSTER    02421 27
                CULTURAL RELATIVISM, HELP STUDENT REALIZE THAT CULTURAL   02421 28
                VALUES ARE INTIMATELY RELATED TO THE SPECIFIC LIFE        02421 29
                EXPERIENCES OF PEOPLE IN THEIR ENVIRONMENTS.  ESTABLISH   02421 30
                LINKS BETWEEN SPECIFIC CONDITIONS AND VALUES AS WELL AS   02421 31
                BEHAVIOR IN CHILD TRAINING.                               02421 32
*PREREQUISITE BLANK                                                       02421 33
*EXPERIENCE     PROFESSOR WILL DISCUSS THE INTERACTION BETWEEN PHYSICAL   02421 11
                DEVELOPMENT OF CHILD AND CULTURAL VALUES, USING FIRST PART02421 12
                OF ERIKSON, CHILDHOOD AND SOCIETY, AND JOHN W. M, WHITING 02421 13
                AND IRVIN L, CHILD, [CHILD TRAINING AND PERSONALITY: A    02421 14
                CROSS-CULTURAL STUDY.  PROFESSOR WILL SHOW, IN PARTICULAR,02421 15
                THAT THE BIOLOGICAL AND SOCIAL NEEDS OF CHILDREN ARE      02421 16
                HANDLED IN QUITE DIFFERENT MANNERS IN DIFFERENT CULTURES  02421 17
                AND SUB-CULTURES, AND THAT THE VERY DEFINITIONS OF AGE    02421 18
                GRADES VARIES WIDELY.  USE PILIPPE ARIES, CENTURIES OF    02421 19
                CHILDHOOD TO SHOW HOW CONCEPTIONS OF CHILDHOOD HAVE VARIED02421 20
                IN EUROPE OVER TIME AND RELATE THIS TO THE SOCIO-ECONOMIC 02421 21
                CHANGES IN EUROPEAN SOCIETY.  PROFESSOR WILL LIST THE     02421 22
                MAJOR DEPENDENT VARIABLES OF SOCIALIZATION, E.G. SOCIAL   02421 23
                TRUST, ACHIEVEMENT MOTIVATION, BELIEFS ABOUT AUTHORITY AND02421 24
                INDICATE IN WHAT MANNER THESE ARE LINKED TO TRAINING      02421 25
                PATTERNS.  REFER TO MCCLELLANDSS ACHIEVING SOCIETY        02421 26
*SETTING        LARGE GROUP  COLLEGE                                      02421 10
*MATERIALS      BLANK                                                     02421  5
*LEVEL          ALL GRADES                                                02421  8
*GENERAL        ALL CANDIDATES                                            02421  7
*HOURS          40 MIN.                                                   02421  6
*EVALUATION     MODULE 2420                                               02421 34
*FILE           CULTURAL RELATIVISM  CULTURAL VALUES  CHILD TRAINING      02421  9
```

```
*OBJECTIVES     TO ILLUSTRATE DIVERSITY OF CONCEPTIONS OF CHILDHOOD.      02422 14
*PREREQUISITE BLANK                                                       02422 15
*EXPERIENCE     SHOW SLIDES, EITHER TAKEN FROM ARIES ≥OP, CIT., MODULE    02422 11
                12↑, OR ANALOGOUS, SHOWING CHILDRENSS DRESS AND           02422 12
                ACTIVITIES AT DIFFERENT POINTS IN SPACE AND HISTORY.      02422 13
*SETTING        LARGE GROUP  COLLEGE                                      02422 10
*MATERIALS      SLIDES                                                    02422  5
*LEVEL          ALL GRADES                                                02422  8
*GENERAL        ALL CANDIDATES                                            02422  7
*HOURS          10                                                        02422  6
*EVALUATION     BLANK                                                     02422 16
*FILE           CHILDHOOD  CULTURAL RELATIVISM  CULTURAL VALUES           02422  9
```

```
*OBJECTIVES     TO FOCUS ON PROBLEMS AND CONFLICTS ARISING IN THE          02423 20
                SOCIALIZATION PROCESS,  TO PREPARE FOR NEXT BISCUSSION     02423 21
                SESSION,                                                   02423 22
*PREREQUISITE BLANK                                                        02423 23
*EXPERIENCE     READING ASSIGNMENTS:  RUTH BENEDICT, [CONTINUITIES AND     02423 11
                DISCONTINUITIES IN CULTURAL CONDITIONING,[ BOBBS-MERRILL  02423 12
                REPRINT NO. A-15  ALLISON DAVIS AND ROBERT J. HAVIGHURST  02423 13
                [SOCIAL CLASS AND COLOR DIFFERENCES IN CHILD REARING,[ A. 02423 14
                SOC. REV. 1964, BOBBS-MERRILL REPRINT P-85  EDGAR LITT,   02423 15
                [CIVIC EDUCATION, COMMUNITY NORMS, AND POLITICAL          02423 16
                INDOCTRINATION,[ AND EDGAR Z. FRIEDENBERG, [THE MODERN    02423 17
                HIGH SCHOOL: A PROFILE,[ BOTH IN EDGAR LITT, ED., THE     02423 18
                POLITICAL IMAGINATION. SCOTT FORESMAN, 1966               02423 19
*SETTING        INDEPENDENT  COLLEGE                                       02423 10
*MATERIALS      BLANK                                                      02423  5
*LEVEL          ALL GRADES                                                 02423  8
*GENERAL        ALL CANDIDATES                                             02423  7
*HOURS          45 MIN.                                                    02423  6
*EVALUATION     FINAL TEST                                                 02423 24
*FILE           SOCIAL CONFLICT  SOCIALIZATION  BLANK                      02423  9
```

```
*OBJECTIVES     STUDENTS SHOULD BE ABLE TO EXPLAIN WHY IN LITT≤S ARTICLE   02424 16
                CIVIC EDUCATION ACCOMPLISHES AT BEST SUPERFIBIAL,          02424 17
                IDEOLOGICAL ADHERENCE TO OFFICIAL VALUES BUT DOES NOT      02424 18
                INCREASE VALUES OF DEMOCRATIC PARTICIPATION.  DISCUSS      02424 19
                DISCREPANCY BETWEEN LIBERTARIAN VALUES TAUGHT IN CIVICS    02424 20
                AND THE AUTHORITARIAN STRUCTURE OF SCHOOL.  DISCUSS        02424 21
                RELATIVE CONTINUITY IN DEVELOPMENT OF U.S. CHILDREN AND    02424 22
                ITS EFFECTS.                                               02424 23
*PREREQUISITE BLANK                                                        02424 24
*EXPERIENCE     CLASS DISCUSSION:  TWO TOPICS SHOULD BE DISCUSSED:         02424 11
                ≥A↑ EFFECTS OF ABRUPT CHANGES IN SOCIAL ENVIRONMENT        02424 12
                ≥PERMITTED AND PROHIBITED BEHAVIOR, AUTHORITY STRUCTURE,   02424 13
                ETC.↑ ON YOUNG PEOPLE,  ≥B↑ DISCREPANCIES BETWEEN OFFICIAL02424 14
                VALUES AND ACTUAL PRACTICE.                                02424 15
*SETTING        SMALL GROUP ≥1-12 STUDENTS↑  COLLEGE                       02424 10
*MATERIALS      BLANK                                                      02424  5
*LEVEL          ALL GRADES                                                 02424  8
*GENERAL        ALL CANDIDATES                                             02424  7
*HOURS          50 MIN.                                                    02424  6
*EVALUATION     MODULE 2420                                                02424 25
*FILE           CULTURAL RELATIVISM  SOCIAL ENVIRONMENT  VALUES AND        02424  9
                PRACTICE                                                   02424
```

```
*OBJECTIVES     TO CLARIFY CONCERT OF IDENTITY AND ILLUSTRATE PROBLEMS OF  02425 17
                IDENTITY ATTAINMENT IN CASE OF NEGRO AMERICAN.             02425 18
*PREREQUISITE BLANK                                                        02425 19
*EXPERIENCE     ASSIGNED READING:  ERIK H. ERIKSON, [THE PROBLEM OF EGO    02425 11
                IDENTITY,[ IN MAURICE STEIN AND ARTHUR J. VIDICH, EDS.     02425 12
                IDENTITY AND ANXIETY.  ≥PP. 54-73 MAY BE OMITTED,          02425 13
                CONSIDERED AS RECOMMENDED READING.↑  CHARLES E. SILBERMAN,02425 14
                [THE PROBLEM OF IDENTIFICATION,[ CHAPTER 4 IN HIS CRISIS   02425 15
                IN BLACK AND WHITE.                                        02425 16
*SETTING        INDEPENDENT  COLLEGE                                       02425 10
*MATERIALS      BLANK                                                      02425  5
*LEVEL          ALL GRADES                                                 02425  8
*GENERAL        ALL CANDIDATES                                             02425  7
```

```
*HOURS          1 HR., 15 MIN;                                         02425  6
*EVALUATION     FINAL TEST                                             02425 20
*FILE           IDENTITY  EGO*INVOLVEMENT  ROLE ACQUISITION            02425  9
```

```
*OBJECTIVES     TO RELATE IDENTITY FORMATION TO ROLE ACQUISITION AND   02426 17
                LEARNING OF VALUES.                                    02426 18
*PREREQUISITE BLANK                                                    02426 19
*EXPERIENCE     PROFESSOR WILL ANALYZE THE CONCEPT OF IDENTITY, LINKING 02426 11
                ERIKSON≤S PSYCHO*ANALYTIC CONCEPTUALIZATION TO THE     02426 12
                CONCEPTUAL FRAMEWORK OF ROLE THEORY AND SHOWING PARALLELS 02426 13
                BETWEEN THE PSYCHOANALYTIC AND SYMBOLIC=INTERACTIONIST 02426 14
                POINT OF VIEW,  REFER ALSO TO SHERIF AND CANTRIL,, THE 02426 15
                PSYCHOLOGY OF EGO-INVOLVEMENTS, AND SIMILAR SOURCES.   02426 16
*SETTING        LARGE GROUP  COLLEGE                                   02426 10
*MATERIALS      BLANK                                                  02426  5
*LEVEL          ALL GRADES                                             02426  8
*GENERAL        ALL CANDIDATES                                         02426  7
*HOURS          50 MIN.                                                02426  6
*EVALUATION     FINAL TEST                                             02426 20
*FILE           IDENTITY  EGO INVOLVEMENT  ROLE ACQUISITION            02426  9
```

```
*OBJECTIVES     TO DEEPEN INSIGHT INTO PROCESS OF IDENTITY FORMATION BY 02427 20
                CONCRETE EXAMPLES,  TO STUDY SOCIAL CONSEQUENCES OF    02427 21
                IDENTITY PROBLEMS,                                     02427 22
*PREREQUISITE BLANK                                                    02427 23
*EXPERIENCE     DISCUSSION SESSION:  USE EXAMPLES FAMILIAR TO STUDENTS TO 02427 11
                IDENTIFY FORMATION AND OBSTACLES THERETO,  THIS MAY    02427 12
                INCLUDE MATERIALS IN THE PAPERS ≥MODULE 11+ AND SILBERMANN02427 13
                MATERIAL.  LINK IDENTITY FORMATION TO GROUP PARTICIPATION.02427 14
                FUNCTIONS OF FRATERNITIES, SPORTS TEAMS, GANGS, POLITICAL 02427 15
                ORGANIZATIONS TO SOLVE WHAT IDENTITY PROBLEMS-  TYPES OF 02427 16
                SOCIAL AND POLITICAL ACTIVITY RESULTING FROM EFFORTS TO 02427 17
                RESOLVE IDENTITY PROBLEMS, ILLUSTRATED BY THE CASE OF  02427 18
                BLACK YOUTH.                                           02427 19
*SETTING        SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                   02427 10
*MATERIALS      BLANK                                                  02427  5
*LEVEL          ALL GRADES                                             02427  8
*GENERAL        ALL CANDIDATES                                         02427  7
*HOURS          50 MIN.                                                02427  6
*EVALUATION     FINAL TEST                                             02427 24
*FILE           IDENTITY  ROLE ACQUISITION  EGO INVOLVEMENT            02427  9
```

```
*OBJECTIVES     TO BE ABLE TO CHANGE PACE, ALTERING PACE OF CONTENT    02490 34
                ACTIVITIES ON THE BASIS OF UNFORESEEN PUPIL REACTIONS AND/02490 35
                OR TIME PROBLEMS.                                      02490 36
*PREREQUISITE MODULE 2489                                              02490 37
*EXPERIENCE     1.  THE INSTRUCTOR WILL GIVE THE TRAINEE, IN ADVANCE OF 02490 11
                THE CLASS SESSION, A DESCRIPTION OF THE INSTRUCTIONAL  02490 12
                SETTING OF THE EPISODE TO BE PREVIEWED AND RESPONDED TO. 02490 13
                ≥E.G. THE TWENTY*EIGHT FOURTH GRADERS IN YOUR CLASS ARE 02490 14
                CONSIDERED TO BE (SLOW LEARNERS.( YOU ARE IN A RURAL   02490 15
                CONSOLIDATED ELEMENTARY SCHOOL.  YOUR OBJECTIVE IS TO  02490 16
                ACQUAINT THE PUPILS WITH SYLLABLES BY UTILIZING A      02490 17
                COMMERCIAL GAME INTENDED FOR THAT PURPOSE,+  2.  THE   02490 18
                TRAINEE VIEWS A TAPED EPISODE INDEPENDENTLY IN AN A-V  02490 19
                LABORATORY, SHOWING:  A.  THE TEACHER≤S INTRODUCTION TO 02490 20
                THE GAME AND IT≤S OBJECTIVES.  B.  THE PUPILS≤ QUESTIONS 02490 21
                AND REACTIONS AS THEY BEGIN TO TASK,  ≥E.G. THEY ARE SO 02490 22
```

```
              EXCITED BY THIS NOVEL APPROACH TO LEARNING THAT THEIR       02490 23
              SENSE OF COMPETITION RUNS AWAY WITH THEM.  THEY PLEAD TO    02490 24
              BE ALLOWED TO PLAY THE GAME ALL MORNING.  HOWEVER, IN       02490 25
              THEIR EXCITEMENT THEY HAVE SKIPPED OVER THE INITIAL         02490 26
              LEARNINGS AND HAVE NOT GRASPED THEM AS INTENDED.  3.  THE   02490 27
              TRAINEE WILL ACT OUT AND TAPE RECORD HIS RESPONSES TO       02490 28
              THESE CIRCUMSTANCES, EDITING AND RETAPING UNTIL THE         02490 29
              PRODUCT MEETS WITH HIS SATISFACTION,  4.  THE INSTRUCTOR    02490 30
              WILL LISTEN TO THE TAPE AND PROVIDE FEEDBACK TO THE         02490 31
              TRAINEE REGARDING REMAINING WEAKNESSES IN THE ALTERNATION   02490 32
              OF SUBJECT MATTER TO SUIT UNANTICIPATED CIRCUMSTANCES.      02490 33
*SETTING      INDEPENDENT  COLLEGE                                        02490 10
*MATERIALS    1.  MIMEOGRAPHED DESCRIPTION OF INSTRUCTIONAL SETTING IN    02490  5
              EPISODE,  2.  VIDEO-TAPED VIGNETTE OF CLASSROOM SITUATION   02490
              AS REQUIRED ABOVE,  3.  TAPE RECORDING EQUIPMENT FOR        02490
              STUDENT PREVIEW AND REACTIONS.                              02490
*LEVEL        ALL GRADES                                                  02490  8
*GENERAL      ALL CANDIDATES                                              02490  7
*HOURS        1                                                           02490  6
*EVALUATION   INSTRUCTOR JUDGMENT.                                        02490 38
*FILE         BLANK  CHANGING SUBJECT MATTER  CHANGING PACE               02490  9

*OBJECTIVES   RESOURCE FLOW FROM OWNERS TO BUSINESS (INPUT) AND OUTFLOW   02428013
              OF GOODS TO CONSUMERS.  COORDINATION OF SYSTEM BY MARKET    02428014
              PROCESS.                                                    02428015
*PREREQUISITE NONE                                                        02428016
*EXPERIENCE   SIMPLE ECONOMIC SYSTEM USING A CIRCULAR FLOW DIAGRAM IN     02428011
              WHICH THERE IS NO SAVING, INVESTMENT OR GOVERNMENT.         02428012
*SETTING      LARGE GROUP,  COLLEGE                                       02428010
*MATERIALS    KUHN, CHAPTERS 30 AND 31                                    02428005
*LEVEL        ALL GRADES                                                  02428008
*GENERAL      GENERALIST  ALL CANDIDATES                                  02428007
*HOURS        1/2                                                         02428006
*EVALUATION   NONE                                                        02428017
*FILE         ECONOMICS  MARKET PROCESSES                                 02428009

*OBJECTIVES   NEED FOR SYSTEM TO COORDINATE THE DECISIONS OF CONSUMERS-   02430013
              SAVERS WITH THESE OF INVESTORS-BUSINESSMEN.  ROLE OF        02430014
              INVESTMENT, SAVINGS AND CONSUMPTION IN CYBERNETIC SYSTEM.   02430015
*PREREQUISITE MODULE 2428                                                 02430016
*EXPERIENCE   INTRODUCE SAVINGS AND INVESTMENT INTO CIRCULAR FLOW         02430011
              MECHANISM.                                                  02430012
*SETTING      LARGE GROUP,  COLLEGE                                       02430010
*MATERIALS    KUHN, CHAPTERS 30 AND 31, SAMUELSON, CHAPTER 11             02430005
*LEVEL        ALL GRADES                                                  02430008
*GENERAL      GENERALIST  ALL CANDIDATES                                  02430007
*HOURS        1                                                           02430006
*EVALUATION   THERE ARE MARKETS FOR GOODS AND MARKETS FOR RESOURCES.      02430017
              DISCUSS AND EVALUATE THE COORDINATION OF THESE MARKETS IN   02430018
              A FREE ENTERPRISE SYSTEM.                                   02430019
*FILE         SAVINGS  INVESTMENT  CONSUMPTION                            02430009

*OBJECTIVES   RESOURCES MAY BE USED TO PRODUCE: 1) CONSUMER GOODS, 2)     02431013
              INVESTMENT GOODS, AND 3) PUBLIC GOODS.  THE MARKET SYSTEM   02431014
              COORDINATES THE CONFLICTING OBJECTIVES OF THE SYSTEM        02431015
              THROUGH THE PROCESS OF THE PRICE MECHANISM.  THE            02431016
              PARTICULAR CHOICES OPEN TO A SOCIETY ARE CONSTANTLY         02431017
              UNDERGOING CHANGE AND EVALUATION BY COMPETING USERS         02431018
              (DEMANDORS) OF RESOURCES.                                  02431019
*PREREQUISITE MODULES 2428 AND 2430                                      02431020
*EXPERIENCE   INTRODUCE GOVERNMENT INTO CIRCULAR FLOW DIAGRAM, INCLUDING02431011
              EXPENDITURES AND TAXES.                                    02431012
*SETTING      LARGE GROUP,  COLLEGE                                      02431010
*MATERIALS    SAME AS FOR MODULES 2428 AND 2430                          02431005
*LEVEL        ALL GRADES                                                 02431008
*GENERAL      GENERALIST  ALL BANDIDATES                                 02431007
*HOURS        1                                                          02431006
*EVALUATION   EVALUATE THE ROLE OF THE INTEREST RATE IN THE COORDINATION02431021
              OF THE DECISIONS OF SAVERS AND INVESTORS, AND WHAT EFFECT 02431022
              DOES THE LEVEL OF TAXES HAVE IN THE FUNCTIONING OF THE    02431023
              SYSTEM.                                                    02431024
*FILE         GOVERNMENT  CIRCULAR FLOW DIAGRAM  EXPENDITURES AND TAXES 02431009
```

```
*OBJECTIVES   SHORT RUN VERSUS LONG RUN,  THE LEVEL OF EMPLOYMENT AND   02432017
              CONSUMPTION TODAY VERSUS A HIGH LEVEL OF OUTPUT OVER TIME,02432018
              AND THE FACT THAT THESE ARE IN CONFLICT,                  02432019
*PREREQUISITE MODULES 2428, 30, 31                                       02432020
*EXPERIENCE   THE ECONOMIC SYSTEM AND THE MEASUREMENT OF ITS PERFORMANCE02432012
              THE CONTRAST BETWEEN SHORT RUN PERFORMANCE AND LONG RUN   02432013
              GROWTH RATES AS WELL AS THE INTERACTION OF THE SHORT RUN  02432014
              AND LONG RUN.  GROWTH RATES OVERTIME, AND LEVEL OF GROSS  02432015
              NATIONAL PRODUCT AT A PARTICULAR POINT IN TIME.           02432016
*SETTING      LARGE GROUP,  COLLEGE                                      02432011
*MATERIALS    SAMUELSON, CHAPTER 13                                      02432005
*LEVEL        ALL GRADES                                                 02432008
*GENERAL      GENERALIST  ALL CANDIDATES                                 02432007
*HOURS        1                                                          02432006
*EVALUATION   SHOULD A SOCIETY USE CAPITAL INTENSIVE TECHNIQUES OR LABOR02432021
              INTENSIVE TECHNIQUES AND WHAT ARE THE CONSEQUENCES        02432022
*FILE         ECONOMIC SYSTEM  SHORT RUN VS LONG RUN GROWTH  CONSUMPTION02432009
              VS OUTPUT                                                  02432010
```

```
*OBJECTIVES   TO IDENTIFY THE DIFFERENCES BETWEEN THESE FIVE MEASURES   02433014
              AND TO RECOGNIZE THAT EACH INFORMS ABOUT A DIFFERENT      02433015
              PERFORMANCE LEVEL OF AN ECONOMIC SYSTEM.  IT IS NOT       02433016
              INTENDED THAT THE STUDENT LEARN HOW TO DO THE ACCOUNTING, 02433017
              BUT MERELY KNOW WHAT IS BEHIND THE VARIOUS CONCEPTS.      02433018
*PREREQUISITE SOME UNDERSTANDING OF THE THEORY OF DOUBLE ENTRY          02433019
              BOOKKEEPING AND A BALANCE SHEET.  MODULS 2428, +30, 31 +  02433020
              32                                                         02433021
*EXPERIENCE   FIVE MEASURES OF ECONOMIC PERFORMANCE OF THE SYSTEM.  1.  02433011
              GROSS NATIONAL PRODUCT 2. NOT NATIONAL PRODUCT 3. NATIONAL02433012
              INCOME 4. PERSONAL INCOME 5. DISPOSABLE INCOME            02433013
*SETTING      LARGE GROUP,  COLLEGE                                      02433010
*MATERIALS    SAMUELSON, CHAPTER 13                                      02433005
*LEVEL        ALL GRADES                                                 02433008
*GENERAL      GENERALIST  ALL CANDIDATES                                 02433007
*HOURS        3                                                          02433006
*EVALUATION   FROM THE STANDPOINT OF MEASURING THE TOTAL PERFORMANCE OF 02433022
              AN ECONOMIC SYSTEM, WHICH OF THE VARIOUS YARDSTICKS IS    02433023
              MOST APPROPRIATE TO USE                                    02433024
*FILE         MEASURES OF ECONOMIC SYSTEM  GNP  INCOME DISPOSALS        02433009
```

```
*OBJECTIVES   TO PRESENT A BRIEF OVERALL SKETCH OF THE THEORY OF INCOME 02434020
              DETERMINATION                                              02434021
*PREREQUISITE ALL PREVIOUS MODULES                                       02434022
```

```
*EXPERIENCE     INCOME-CONSUMPTION + INVESTMENT + GOVERNMENT  CONSUMPTION 02434011
                DEPENDS UPON INCOME  INVESTMENT DEPENDS UPON THE PROFIT   02434012
                EXPECTATIONS OF BUSINESSMEN AND THE COST OF BORROWING     02434013
                MONEY,  PROFIT EXPECTATIONS DEPEND UPON WHAT BUSINESSMEN  02434014
                BELIEVE IT WILL BE POSSIBLE TO SELL OUT OF THEIR POTENTIAL02434015
                OUTPUT, OVER A SPECIFIC PERIOD OF TIME.  COST OF          02434016
                BORROWING MONEY DEPENDS UPON SUPPLY OF AND DEMAND FOR     02434017
                MONEY,  GOVERNMENT SPENDING DEPENDS UPON PUBLIC POLICY AND02434018
                ITS OBJECTIVES AT THE MOMENT.                             02434019
*SETTING        LARGE GROUP,  COLLEGE                                     02434010
*MATERIALS      SAMUELSON, CHAPTER 13 KUHN, CHAPTER 32-33                 02434005
*LEVEL          ALL GRADES                                                02434008
*GENERAL        GENERALIST  ALL CANDIDATES                                02434007
*HOURS          1 1/2                                                     02434006
*EVALUATION     NONE                                                      02434023
*FILE           INCOME DETERMINATION                                      02434009
```

```
*OBJECTIVES     DIAGRAM FOR SHOWING INCOME DETERMINATION, UNDER GIVEN     02435016
                ASSUMPTIONS.                                              02435017
*PREREQUISITE   MODULES 2428, 30, 31, 32, 33, 34 ESPECIALLY MODULE 243    02435018
*EXPERIENCE     INTRODUCE 45 DEGREE DIAGRAM, WITH GROSS EXPENDITURES IN   02435012
                THE VERTICAL AXIS AND GROSS INCOME AND EMPLOYMENT ON THE  02435013
                HORIZONTAL AXIS.  THE 45 DEGREE LINE AS THE AGGREGATE     02435014
                SUPPLY SCHEDULE,                                          02435015
*SETTING        LARGE GROUP,  COLLEGE                                     02435011
*MATERIALS      ARNOLD COLLERY, MACROECONOMICS, CHAPTERS 2 AND 3 SAMUELSON02435005
                , CHAPTER 13                                              02435006
*LEVEL          ALL GRADES                                                02435009
*GENERAL        GENERALIST  ALL CANDIDATES                                02435008
*HOURS          1                                                         02435007
*EVALUATION     NONE                                                      02435019
*FILE           DIAGRAM FOR INCOME DETERMINATION                          02435010
```

```
*OBJECTIVES     CONSUMPTION + SAVINGS EQUAL TO ONE.  AGGREGATE SAVINGS IS 02436014
                THE RESIDUAL OF AGGREGATE CONSUMPTION                     02436015
*PREREQUISITE   MODULES 2433 AND 2435                                     02436016
*EXPERIENCE     SHOW CONSUMPTION FUNCTION AND SAVINGS FUNCTION ON 45      02436011
                DEGREE DIAGRAM.  THE NATURE OF THE CONSUMPTION FUNCTION.  02436012
                ASSUME FUNCTION IS LINEAR,                                02436013
*SETTING        LARGE GROUP,  COLLEGE                                     02436010
*MATERIALS      SAME AS MODULE 2435                                       02436005
*LEVEL          ALL GRADES                                                02436008
*GENERAL        GENERALIST  ALL CANDIDATES                                02436007
*HOURS          1                                                         02436006
*EVALUATION     SHOW THE EFFECT UPON THE AGGREGATE CONSUPTION FUNCTION OF 02436017
                AN OVERALL INCREASE IN THE PROPENSITY TO SAVE AT ALL      02436018
                LEVELS OF INCOME.  WHY DOES THE SCHEDULE SHIFT            02436019
*FILE           DIAGRAM  CONSUMPTION FUNCTION                             02436009
```

```
*OBJECTIVES     TO SHOW THAT EQUILIBRIUM INCOME IS FOUND AT THE INCOME    02437014
                LEVEL WHERE S+I.  SHOW THAT IF S<I, THEN Y↑ ; IF S>I THEN 02437015
                Y ↓ ; IF S=I THEN Y →.                                    02437016
*PREREQUISITE   MODULE 2436                                               02437017
*EXPERIENCE     GIVEN THE CONSUPTION FUNCTION, INTRODUCE INVESTMENT       02437011
                FUNCTION WHERE THE LATTER IS AUTONOMOUS,  SHOW EQUILIBRIUM02437012
                WHERE S=I AND WHERE ED + ES ON 45 DEGREE DIAGRAM          02437013
*SETTING        LARGE GROUP,  COLLEGE                                     02437010
*MATERIALS      SAME AS MODULE 2435 + 36                                  02437005
```

```
*LEVEL          ALL GRADES                                            02437008
*GENERAL        GENERALIST  ALL CANDIDATES                            02437007
*HOURS          2                                                     02437006
*EVALUATION     GIVEN SOME LEVEL OF AGGREGATE INVESTMENT, SHOW THE EFFECT 02437018
                UPON THE LEVEL OF INCOME OF AN INCREASE IN THE PROPENSITY 02437019
                TO CONSUME AT ALL LEVELS OF INCOME.  SHOW THAT ALTHOUGH   02437020
                (STILL) S+I, THE LEVEL OF INCOME HAS RISEN AND EXPLAIN    02437021
                WHY,                                                  02437022
*FILE           EQUATIONS  CONSUMPTION                                02437009
```

```
*OBJECTIVES     TO SHOW THAT IT IS MORE REALISTIC TO ASSUME THAT SOME     02438013
                INVESTMENT IS AUTONOMOUS AND SOME INDUCED AND THAT        02438014
                AGGREGATE INVESTMENT AT ANY PARTICULAR LEVEL OF INCOME IS 02438015
                MADE UP OF BOTH ELEMENTS.  BUSINESS MEN INVEST NOT ONLY TO02438016
                TAKE ADVANTAGE OF TODAYS INCOME LEVELS BUT ALSO IN        02438017
                ANTICIPATION OF INCOME LEVELS IN THE FUTURE.             02438018
*PREREQUISITE   MODULE 2437                                           02438019
*EXPERIENCE     MAKE INVESTMENT FUNCTION DEPENDENT UPON INCOME (INDUCED)  02438011
                AND SHOW THE EFFECT UPON THE LEVEL OF AGGREGATE INCOME.   02438012
*SETTING        LARGE GROUP,  COLLEGE                                 02438010
*MATERIALS      SAME AS MODULE 2435, 2436 + 2437.                     02438005
*LEVEL          ALL GRADES                                            02438008
*GENERAL        GENERALIST  ALL CANDIDATES                            02438007
*HOURS          1                                                     02438006
*EVALUATION     WHEN WERE U.S. RAILROADS BUILT AND WAS THEIR INVESTMENT   02438020
                DUE TO WHAT INVESTORS HOPED TO GAIN AT THE TIME OR WAS IT 02438021
                MADE IN ANTICIPATION OF FUTURE INCOME  WHY DO BUSINESSMEN 02438022
                INCREASE THEIR ORDERS WHEN TIMES ARE GOOD AND DECREASE    02438023
                THEM WHEN THINGS ARE SLACK                            02438024
*FILE           INVESTMENT  AGGREGATE INCOME                          02438009
```

```
*OBJECTIVES     AGGREGATE LEVEL OF INCOME AND EMPLOYMENT DEPENDS UPON     02439013
                THREE STREAMS OF EXPENDITURES, CONSUMERS, INVESTORS AND   02439014
                GOVERNMENTS,  SHOW DIAGRAMATIC PRESENTATION OF MATERIAL   02439015
                COVERED IN MODULES 2433 + 2434                        02439016
*EXPERIENCE     INTRODUCE GOVERNMENT EXPENDITURE FUNCTION AND SHOW NEW    02439011
                EQUILIBRIUM LEVEL OF INCOME Y=C+I+G,                  02439012
*SETTING        LARGE GROUP,  COLLEGE                                 02439010
*MATERIALS      SAME AS MODULES 2435-38                               02439005
*LEVEL          ALL GRADES                                            02439008
*GENERAL        GENERALIST  ALL CANDIDATES                            02439007
*HOURS          1                                                     02439006
*EVALUATION     IF THE GOVERNMENT REDUCES ITS PURCHASES OF GOODS AND      02439017
                SERVICES, AND ASSUMING THERE IS NO CHANGE IN THE          02439018
                PROPENSITY TO CONSUME OR INVEST, WHAT WILL HAPPEN TO      02439019
                EMPLOYMENT                                            02439020
*FILE           EXPENDITURE  DIAGRAM                                  02439009
```

```
*OBJECTIVES     TO SHOW THAT THE SIZE OF THE MULTIPLIER IS DETERMINED BY  02440012
                THE MARGINAL PROPENSITY TO SAVE.  MULTIPLIER IS THE       02440013
                RAPIDITY WITH WHICH INCOME IS TURNED OVER IN THE ECONOMY, 02440014
                AND SAVINGS IS A LEAKAGE.                             02440015
*PREREQUISITE   KNOWLEDGE OF FRACTIONS.                               02440016
*EXPERIENCE     INTRODUCE MARGINAL PROSPENSITY TO SAVE AND MULTIPLIER.    02440011
*SETTING        LARGE GROUP,  COLLEGE                                 02440010
*MATERIALS      SAME AS MODULES 2435 2439                             02440005
*LEVEL          ALL GRADES                                            02440008
*GENERAL        GENERALIST  ALL CANDIDATES                            02440007
```

```
*HOURS         1                                                        02440006
*EVALUATION    NONE                                                     02440017
*FILE          MULTIPLIER  MARGINAL PROSPENSITY  SAVINGS                02440009
```

```
*OBJECTIVES    WHAT IS IMPORTANT IS THE CHANGE IN THE LEVEL OF INCOME,  02441012
               FOR INCOME IS SELDOM CONSTANT FOR ANY SIGNIFICANT TIME   02441013
               PERIOD.  THE CHANGE IN INCOME, THEREFORE, IS DEPENDENT   02441014
               UPON THE RATE OF SPENDING AND CHANGES IN THE LEVEL OF    02441015
               INVESTMENT,                                              02441016
*PREREQUISITE  MODULES 2434, 2438 + 1240                                02441017
*EXPERIENCE    MARGINAL PROPENSITY TO SAVE                              02441011
*SETTING       LARGE GROUP,  COLLEGE                                    02441010
*MATERIALS     SAME AS MODULES 2435-2440                                02441005
*LEVEL         ALL GRADES                                               02441008
*GENERAL       GENERALIST  ALL CANDIDATES                               02441007
*HOURS         2                                                        02441006
*EVALUATION    ASSUME Y = $100B; MARGINAL PROPENSITY TO SAVE = 75%;  I= 02441018
               $10B.  WHAT IS NEW LEVEL OF INCOME  WORK NUMEROUS PROBLEMS02441019
               LIKE ABOVE.  Y=INCOME  B=BILLION                         02441020
*FILE          INCOME CHANGE  SPENDING  INVESTMENT                      02441009
```

```
*OBJECTIVES    CHANGE IN INCOME DEPENDS NOT ONLY UPON CHANGE IN         02442012
               INVESTMENT BUT ALSO CHANGE IN GOVERNMENT SPENDING,       02442013
               ASSUMING CONSTANTCY IN THE RATE OF CONSUMER SPENDING.    02442014
*PREREQUISITE  MODULES 2441 + 2439                                      02442015
*EXPERIENCE    INTRODUCE GOVERNMENT SPENDING                            02442011
*SETTING       LARGE GROUP,  COLLEGE                                    02442010
*MATERIALS     COLLERY, CHAPTER 4                                       02442005
*LEVEL         ALL GRADES                                               02442008
*GENERAL       GENERALIST  ALL CANDIDATES                               02442007
*HOURS         1                                                        02442006
*EVALUATION    ASSUME Y=C + I + G, WHERE C=$100B, I= $25B AND G = $25B. 02442016
               ASSUME MPS = .5, AND I = $10B AND G = $5B.  WHAT IS NEW  02442017
               LEVEL OF INCOME  WORK ADDITIONAL PROBLEMS.  Y = INCOME   02442018
               B = BILLION                                              02442019
*FILE          GOVERNMENT SPENDING  INVESTMENT                          02442009
```

```
*OBJECTIVES    FISCAL POLICY IS NOT ONLY GOVERNMENT SPENDING BUT ALSO   02443012
               GOVERNMENT TAXATION.  DEPENDING UPON WHETHER GOVERNMENT  02443013
               DESIRES A BALANCED BUDGET, A DEFICIT OR A SURPLUS, IT CAN 02443014
               STIMULATE OR RETARD THE LEVEL OF INCOME AND EMPLOYMENT.  02443015
               THE DEGREE OF CHANGE WHICH GOVERNMENT CAN EFFECT DEPENDS 02443016
               UPON THE RATE OF GOVERNEMNT SPENDING AND TAXATION.       02443017
               TAXATION REDUCES INCOME BY THE AMOUNT OF THE TAX         02443018
               MULTIPLIER AND EXPENDITURES INCREASE INCOME BY SOME      02443019
               MULTIPLE; HOWEVER THESE NEVER CANCEL EACH OTHER OUT. FOR 02443020
               BALANCED BUDGET MULTIPLIER IS ALWAYS ONE.                02443021
*PREREQUISITE  MODULES 2442, 2439 + 2434                                02443022
*EXPERIENCE    INTRODUCE TAXES AND TAX MULTIPLIER                       02443011
*SETTING       LARGE GROUP,  COLLEGE                                    02443010
*MATERIALS     COLLERY, CHAPTER 15                                      02443005
*LEVEL         ALL GRADES                                               02443008
*GENERAL       GENERALIST  ALL CANDIDATES                               02443007
*HOURS         1                                                        02443006
*EVALUATION    ASSUME Y = $150B I=$25B G=IF GOVERNMENT SPENDS $10B AND  02443023
               TAXES $5B, WHAT IS NEW LEVEL OF INCOME  Y = INCOME B =   02443024
               BILLION                                                  02443025
*FILE          TAXES  MULTIPLIER                                        02443009
```

```
*OBJECTIVES     PRECEEDING MODULES HAVE NOT INTRODUCED MONETARY POLICY AND02444014
                THIS REQUIRES UNDERSTANDING OF MONEY AND BANKING,  MODULES02444015
                2444- WILL BE DEVOTED TO THIS PROBLEM.                    02444016
*PREREQUISITE NONE, EXCEPT KNOWLEDGE OF WHAT IS DIFFERENCE BETWEEN COIN,02444017
                PAPER AND CHECKING ACCOUNTS.                              02444018
*EXPERIENCE     ROLE OF MONEY IN ECONOMIC SYSTEM  PRICES AND THE SUPPLY OF02444011
                AND DEMAND FOR MONEY  DEFINITION OF MONEY  VELOCITY OF    02444012
                MONEY                                                     02444013
*SETTING        LARGE GROUP,  COLLEGE                                     02444010
*MATERIALS      SAMMUELSON, CHAPTER 14                                    02444005
*LEVEL          ALL GRADES                                                02444008
*GENERAL        GENERALIST  ALL CANDIDATES                                02444007
*HOURS          1/2                                                       02444006
*EVALUATION     NONE                                                      02444019
*FILE           MONEY POLICY  BANKING                                     02444009
```

```
*OBJECTIVES     TO UNDERSTAND THE BASIS OF CREDIT IN THE ECONOMY AND      02445012
                MULTIPLE BANK EXPANSION OF THE MONEY SUPPLY.              02445013
*PREREQUISITE SOME KNOWLEDGE OF BALANCE SHEET AND DOUBLE ENTRY          02445014
                BOOKKEEPING.                                              02445015
*EXPERIENCE     THE COMMERCIAL BANKING SYSTEM AND CREDIT CREATION         02445011
*SETTING        LARGE GROUP, COLLEGE                                      02445010
*MATERIALS      SAME AS MODULE 2444                                       02445005
*LEVEL          ALL GRADES                                                02445008
*GENERAL        GENERALIST  ALL CANDIDATES                                02445007
*HOURS          2 + 1/2                                                   02445006
*EVALUATION     WHAT IS CREDIT CREATION AND HOW IS IT AFFECTED BY THE     02445016
                DESIRE ON THE PART OF THE PUBLIC TO BORROW MONEY AND THE  02445017
                DESIRE FOR BANKS TO LOAN  WHY ARE BANKS ALWAYS INTERESTED 02445018
                IN LOANING MORE MONEY                                     02445019
*FILE           BANKING SYSTEM  CREDIT                                    02445009
```

```
*OBJECTIVES     INSTITUTIONAL NATURE OF CENTRAL BANK CONTROL IN THE UNITED02446012
                STATES                                                    02446013
*PREREQUISITE SOME UNITED STATES HISTORY AND KNOWLEDGE OF BANKING       02446014
                PRACTICES  MODULES 2444 + 2445                            02446015
*EXPEREINCE     THE FEDERAL RESERVE SYSTEM                                02446011
*SETTING        LARGE GROUP,  COLLEGE                                     02446010
*MATERIALS      SAME AS MODULE 2445                                       02446005
*LEVEL          ALL GRADES                                                02446008
*GENERAL        GENERALIST  ALL CANDIDATES                                02446007
*HOURS          1                                                         02446006
*EVALUATION     NONE                                                      02446016
*FILE           FEDERAL RESERVE SYSTEM  CENTRAL BANK CONTROL              02446009
```

```
*OBJECTIVES     TO UNDERSTAND THE VARIOUS CONTROLS WHICH THE FEDERAL      02447013
                RESERVE BOARD OF GOVERNORS HAS AT ITS DISPOSAL TO         02447014
                INFLUENCE THE SUPPLY OF MONEY (CREDIT) IN THE SYSTEM.     02447015
                EMPHASIS UPON THE PURPOSE OF VARIOUS TECHNIQUES FOR       02447016
                CONTROLLING THE SIZE OF THE PUBLIC (NATIONAL) DEBT AND THE02447017
                PRIVATE DEBT.  TO UNDERSTAND THAT THE MONEY SUPPLY IS     02447018
                DEPENDENT UPON THE SIZE OF PUBLIC AND PRIVATE DEBT AND    02447019
                THAT THE CONTROL OF SAME CONTROLS THE MONEY SUPPLY.       02447020
*PREREQUISITE MODULES 2444-2446 AND 2434                                02447021
*EXPERIENCE     RESERVE REQUIREMENTS  OPEN MARKET OPERATIONS - THE PUBLIC 02447011
                DEBT  DISCOUNT RATE                                       02447012
```

```
*SETTING        LARGE GROUP,  COLLEGE                                  02447010
*MATERIALS      SAMUELSON, CHAPTER 14 FEDERAL RESERVE WORK BOOK        02447005
*LEVEL          ALL GRADES                                             02447008
*GENERAL        GENERALIST  ALL CANDIDATES                             02447007
*HOURS          3                                                      02447006
*EVALUATION     THE EFFECTIVENESS OF FEDERAL RESERVE.  POLICY DEPENDS UPON02447022
                THE DEGREE TO WHICH THE BANKING SYSTEM, THE PUBLIC, AND   02447023
                THE GOVERNMENT ARE IN AGREEMENT WITH OBJECTIVES OF        02447024
                FEDERAL RESERVE POLICY.  DISCUSS AND EVALUATE.            02447025
*FILE           PUBLIC DEBT  DISCOUNT RATE                             02447009
```

```
*OBJECTIVES     TO UNDERSTAND THE DIFFERENCES BETWEEN MONETARY AND FISCAL 02448013
                POLICY AND TO APPRECIATE THAT AT TIMES THEY ARE IN        02448014
                CONFLICT AND AT TIMES THEY COMPLEMENT EACH OTHER.  PROPER 02448015
                CONTROL AND REGULATION OF PUBLIC POLICY REQUIRES AN       02448016
                INTERGRATION OF MONETARY AND FISCAL POLICIES.             02448017
*PREREQUISITE   ALL PREVIOUS MODULES                                   02448018
*EXPERIENCE     MONETARY POLICY VERSUS FISCAL POLICY                   02448012
*SETTING        LARGE GROUP,  COLLEGE                                  02448011
*MATERIALS      SAME AS MODULE 2447 BULLETIN OF ST. LOUIS FEDERAL RESERVE 02448005
                BANK, APRIL 1968                                       02448006
*LEVEL          ALL GRADES                                             02448009
*GENERAL        GENERALIST  ALL CANDIDATES                             02448008
*HOURS          2                                                      02448007
*EVALUATION     TO WHAT EXTENT HAS MONETARY POLICY BEEN SUCCESSFUL IN     02448019
                DEALING WITH RECENT INFLATIONARY TENDENCIES OF THE UNITED 02448020
                STATES ECONOMY  WHICH IS MOST EFFECTIVE, MONETARY OR      02448021
                FISCAL POLICIES                                        02448022
*FILE           MONETARY POLICY  FISCAL POLICY                         02448010
```

GENERAL-LIBERAL EDUCATION

SOCIAL SCIENCE

POLITICAL SYSTEMS

Rapid social change presents higher education with an extraordinary challenge. Courses that are heavily laden with factual materials organized around conventional categories do not address themselves to this challenge. These courses fail for two reasons. First, the factual materials that the students try to commit to memory are oftentimes obsolete as soon as they are learned; and second, conventional categories are unable to accommodate to a rapidly changing social reality. The consequences that follow from these failures are both familiar and disturbing. Students come to feel that the courses that they have been required to take are irrelevant. Anti-intellectualism becomes an unanticipated by-product of education. In addition, the student confronts the social world armed with discrete facts that are tied together by a conceptual system drawn from the conventional wisdom. Event follows event. Nothing has drift or relation. Everything stands by itself and comes and goes like the shifting scenes of a show, which leave the viewer where he was. Future teachers who experience fragmented education can neither be expected to stimulate curiosity, nor provoke intellectual discipline on the part of children that they teach.

The overall objectives for this section were formulated with these thoughts in mind. A distinction is first made between contextual knowledge and information. Contextual knowledge is an understanding of the relationships between the basic variables relevant to some given field of operations. Information is data about current or past developments in the status of those variables which are objects of contextual knowledge. An overall objective is to understand the relationship between the basic variables of any political system, not to provide data about current or past developments in the status of those variables.

The component introduces the student to a selective aspect of contemporary political theory. The questions that the theory raises can be asked of a variety of political settings ranging from a university or public school system to a city or national political system. An explicit structure allows students to make sense out of rapidly changing information about different political settings. The types of questions that the theory is concerned with are:

1. Under what conditions will non-leaders attempt to influence formal authorities?
2. What *types* of issues will they try to influence?
3. What *kind* of influence are they likely to use?
4. What *types* of response can be expected of formal authorities when faced with influence attempts?

We start with the following components of a political system:

1. A set of political actors (individuals, coalitions, formal organizations) who divided into two groups:
   a. Non-leaders
   b. Formal authorities
2. The political actors have alternative policy preferences which may *or* may not be articulated into overt political demands (issues).
3. Each actor has a *base* of political influence that may be used in varying degrees. The size of the base changes as the political process unfolds.
4. Non-leaders have varying degrees of trust in:
   a. Formal authorities
   b. Political institutions
   c. The rules of the political game

The level of trust changes as the political process unfolds.

5. All political actors cannot have their demands satisfied at once. Demand structures are heterogeneous.

The system is put into motion by two motivational postulates. Formal authorities want to remain in authoritative positions. Non-leaders want their demands met.

The first seven experience modules relate to the assertion that all political actors cannot have their demands satisfied at once. The occurrence of heterogeneous demand structures alerts us to the fact that political decisions must allocate among competing preferred states of affairs. The first seven experience modules deal with political systems as allocative systems. They also deal with a complementary problem. The formal authorities within a political system are called upon to lead. In order to achieve policy goals they are required to mobilize resources and trust while dealing with conflict. The idea of politics as the mobilization of resources by formal authorities is introduced. At the end of the first seven experience modules students write a short paper contrasting the basic assumptions that have been made upon the two problems of allocation and mobilization.

Experience modules 2364 through 2371 relate to the assertion that non-leaders have varying degrees of trust in formal authorities, political institutions and the rules of the political game. The concept of levels of trust or support serves as a link between the behavior of non-leaders and the behavior of formal authorities. Trust and sense of political potency in combination provide the students with the necessary concepts that should permit them to state hypotheses about the conditions under which non-leaders attempt to influence formal authorities triggering off an allocative process.

Experience modules 2371 through 2376 relate to the assertion that political actors have a base of political influence that may be used in varying degrees to actualize their preferences. Power and influence are central concepts in the analysis of any political system. The students are taken through a series of distinctions between bases of power, types of influence in use, and the scope of influence attempts. The students are made aware of the conceptual and measurement problems that are involved in the use of concepts like power and influence. They are given the tools to hypothesize about the types of influence non-leaders are likely to use under varying conditions.

Experience modules 2377 to the conclusion of this segment relate to the behavior of formal authorities. Once preferences have been translated into demands, influence is exerted and an issue is joined, what types of responses can be expected of formal authorities? The students are acquainted with four political processes: the alteration of decisional outcomes, sanctions, co-optation and symbolic reassurance. The conditions under which each of these processes will be activated are discussed. A short paper is required which concerns a discussion of these processes or problems in the definition and measurement of power and influence.

The types of questions raised by the political theory can be usefully applied to contemporary social movements like the student movement, the peace movement, the Black Power movement and teacher unionization. It also develops an approach to political problems that can be transferred to the teaching of the new social studies. Many of the traditional topics that the primary school teacher touches upon in social studies can be assimilated to the grid provided by this sequence.

```
*OBJECTIVES     TO BE ABLE TO IDENTIFY ALLOCATIVE PROCESSES IN DIVERSE     02449012
                POLITICAL SETTINGS.                                        02449013
*PREREQUISITE NONE                                                         02449014
*EXPERIENCE     READ W. GAMSON, ROWER AND DISCONTENT, CH. 1 AND 2.         02449011
*SETTING        INDEPENDENT,  COLLEGE                                      02449010
*MATERIALS      NONE                                                       02449005
*LEVEL          ALL GRADES                                                 02449008
*GENERAL        GENERALIST  ALL CANDIDATES                                 02449007
*HOURS          2                                                          02449006
*EVALUATION     SEE MODULE 2456                                            02449015
*FILE           POWER  CONFLICT  POLITICS                                  02449009
```

```
*OBJECTIVES     TO IDENTIFY THE MAIN GOALS OF THE COURSE.                  02450027
*PREREQUISITE MODULE 2449                                                  02450028
*EXPERIENCE     LECTURE  THE LECTURE WILL EXPLAIN WHY POLITICS CAN BE      02450011
                REGARDED AS PART OF ANY COLLECTIVE CHOICE REGARDLESS OF    02450012
                THE CONTEXT,  IT WILL INDICATE THAT THE COURSE WILL BE     02450013
                CONCERNED WITH ANY SET OF POLITICAL ACTORS (INDIVIDUALS,   02450014
                FORMAL ORGANIZATIONS, COALITIONS), WITH VARYING AMOUNTS OF02450015
                INFLUENCE, WHO ATTEMPT TO ACTUALIZE THEIR POLICY           02450016
                PREFERENCES VIS A* VIS A SET OF FORMAL AUTHORITIES THAT    02450017
                HAVE PREFERENCES AND INFLUENCE.  IT WILL DEMONSTRATE WITH  02450018
                A FEW EXAMPLES HOW THIS FORMULATION CAN BE APPLIED TO SUCH02450019
                DIVERSE CONTEXTS AS A UNIVERSITY, A PUBLIC SCHOOL SYSTEM   02450020
                AND A NATIONAL POLITICAL SYSTEM.  IT WILL INDICATE THAT    02450021
                THE FOLLOWING QUESTIONS ARE RAISED REGARDLESS OF CONTEXT.  02450022
                UNDER WHAT CONDITIONS WILL POLITICAL ACTORS ATTEMPT TO     02450023
                INFLUENCE FORMAL AUTHORITIES  WHAT KIND OF INFLUENCE WILL  02450024

                THEY USE  WHAT TYPE OF ISSUE WILL THEY TRY TO INFLUENCE    02450025
                WHAT WILL BE THE RESPONSE OF THE FORMAL AUTHORITIES        02450026
*SETTING        LARGE GROUP,  COLLEGE                                      02450010
*MATERIALS      NONE                                                       02450005
*LEVEL          ALL GRADES                                                 02450008
*GENERAL        GENERALIST  ALL CANDIDATES                                 02450007
*HOURS          50 MINUTES                                                 02450006
*EVALUATION     SEE MODULE 2456                                            02450029
*FILE           POWER RELATIONS  POLICY DEVELOPMENT                        02450009
```

```
*OBJECTIVES     TO BE ABLE TO IDENTIFY ALLOCATIVE PROCESSES IN DIVERSE     02451016
                POLITICAL SETTINGS.                                        02451017
*PREREQUISITE   MODULE 2450                                                02451018
*EXPERIENCE     READ D. EASTON, THE POLITICAL SYSTEM, CH, 5.  W. MITCHELL, 02451011
                THE AMERICAN POLITY, PP, 8-10.  R. S. CAHILL + M, N.       02451012
                GOLDSTEIN, ≠NOTES ON A THEORY OF POLITICAL ACTUALIZATION:  02451013
                A PARADIGN OF THE POLITICAL PROCESS≠ IN W. J. GORE + J. W. 02451014
                DYSON (ED,) THE MAKING OF DECISIONS, PP, 359-383,          02451015
*SETTING        INDEPENDENT,  COLLEGE                                      02451010
*MATERIALS      NONE                                                       02451005
*LEVEL          ALL GRADES                                                 02451008
*GENERAL        GENERALIST  ALL CANDIDATES                                 02451007
*HOURS          2                                                          02451006
*EVALUATION     SEE MODULE 2456                                            02451019
*FILE           ALLOCATIVE PROCESESS  POLITICAL SETTINGS                   02451009
```

```
*OBJECTIVES     TO BE ABLE TO IDENTIFY ALLOCATIVE PROCESSES IN DIVERSE     02452017
                POLITICAL SETTINGS.                                        02452018
*PREREQUISITE   MODULE 2451                                                02452019
*EXPERIENCE     CLASS DISCUSSIONS  WHAT DO THE WRITERS WE HAVE READ MEAN   02452011
                WHEN THEY DESCRIBE POLITICS AS THE AUTHORITATIVE           02452012
                ALLOCATION OF RESOURCES AND VALUES  CAN A SINGLE CLASSROOM 02452013
                BE REGARDED AS AN ALLOCATIVE SYSTEM  CAN A FAMILY BE       02452014
                REGARDED AS AN ALLOCATIVE SYSTEM  CAN A UNIVERSITY BE      02452015
                REGARDED AS AN ALLOCATIVE SYSTEM  WHY                      02452016
*SETTING        LARGE GROUP,  COLLEGE                                      02452010
*MATERIALS      NONE                                                       02452005
*LEVEL          ALL GRADES                                                 02452008
*GENERAL        GENERALIST  ALL CANDIDATES                                 02452007
*HOURS          50 MINUTES                                                 02452006
*EVALUATION     SEE MODULE 2456                                            02452020
*FILE           RESOURCES + VALUES  ALLOCATION                             02452009
```

```
*OBJECTIVES     TO BE ABLE TO DIFFERENTIATE BETWEEN POLITICS AS THE        02453015
                ALLOCATION OF VALUES, AND POLITICS AS A SET OF PROCESSES   02453016
                IN WHICH FORMAL AUTHORITIES ATTEMPT TO MOBILIZE RESOURCES  02453017
                TO CREATE COLLECTIVE GOODS.                                02453018
*PREREQUISITE   MODULE 2452                                                02453019
*EXPERIENCE     READ T. PARSONS, ≠THE DISTRIBUTION OF POWER IN AMERICAN    02453011
                SOCIETY≠, WORLD POLITICS, OCT. 1957, PP, 123-143,  W.      02453012
                MITCHELL, ≠POLITICS AS THE ALLOCATION OF VALUES:  A        02453013
                CRITIQUE,≠ ETHICS, JANUARY, 1961, PP. 79-89.               02453014
*SETTING        INDEPENDENT,  COLLEGE                                      02453010
*MATERIALS      NONE                                                       02453005
*LEVEL          ALL GRADES                                                 02453008
*GENERAL        GENERALIST  ALL CANDIDATES                                 02453007
*HOURS          2                                                          02453006
*EVALUATION     SEE MODULE 2456                                            02453020

*FILE           COLLECTIVE GOODS  POWER DISTRIBUTION                       02453009
```

```
*OBJECTIVES     TO BE ABLE TO DIFFERENTIATE BETWEEN POLITICS AS THE        02454017
                ALLOCATION OF VALUES AND POLITICS AS A SET OF PROCESSES IN02454018
                WHICH FORMAL AUTHORITIES ATTEMPT TO MOBILIZE RESOURCES TO 02454019
                CREATE COLLECTIVE GOODS,  TO BE ABLE TO IDENTIFY THESE     02454020
                PROCESSES IN DIVERSE INSTITUTIONAL SETTINGS.               02454021
*PREREQUISITE MODULE 2453                                                  02454022
*EXPERIENCE     LECTURE  THE LECTURE WILL CONTRAST AND COMPARE THE ATTEMPT02454011
                TO MOBILIZE A POLITICAL SYSTEM AS A SET OF PROCESSES IN    02454012
                WHICH LEADERS ATTEMPT TO MOBILIZE RESOURCES TO CREATE      02454013
                COLLECTIVE GOODS.  T. PARSON#S ARTICLE CITED IN MODULE 5   02454014
                AND CH. 5 IN DAVID EASTON#S THE POLITICAL SYSTEM WILL BE   02454015
                CAREFULLY COMPARED.                                        02454016
*SETTING        LARGE GROUP,  COLLEGE                                      02454010
*MATERIALS      NONE                                                       02454005
*LEVEL          ALL GRADES                                                 02454008
*GENERAL        GENERALIST  ALL CANDIDATES                                 02454007
*HOURS          50 MINUTES                                                 02454006
*EVALUATION     SEE MODULE 2456                                            02454023
*FILE           PROCESSES OF RESOURCE MOBILIZATION                         02454009
```

```
*OBJECTIVES     TO BE ABLE TO DIFFERENTIATE BETWEEN POLITICS AS THE        02456020
                ALLOCATION OF VALUES AND POLITICS AS A SET OF PROCESSES IN02456021
                WHICH FORMAL AUTHORITIES ATTEMPT TO MOBILIZE RESOURCES TO 02456022
                CREATE COLLECTIVE GOODS,  TO BE ABLE TO IDENTIFY THE       02456023
                ASSUMPTIONS BEHIND THESE TWO VIEWS.  TO BE ABLE TO         02456024
                SYNTHESIZE THEM INTO A COHERENT VIEW OF POLITICAL SYSTEMS.02456025
*PREREQUISITE MODULES 2428-2434                                            02456026
*EXPERIENCE     THE STUDENT WILL TURN IN A FIVE-PAGE TYPEWRITTEN PAPER     02456011
                BASED ON THE PREVIOUS MODULES.  THE PAPER WILL BE DIRECTED02456012
                TOWARD ANSWERING THE FOLLOWING QUESTIONS.  WHAT ARE THE    02456013
                CENTRAOL ASUMPTIONS BEHIND THE IDEA OF POLITICS AS THE     02456014
                ALLOCATION OF SCARCE RESOURCES  WHAT ARE THE CENTRAL       02456015
                ASSUMPTIONS BEHIND THE IDEA OF POLITICS AS THE             02456016
                MOBILIZATION OF RESOURCES  HOW MIGHT THESE TWO VIEWS OF    02456017
                A POLITICAL SYSTEM BE BROUGHT TOGETHER IN THE SAME         02456018
                THEORETICAL MODEL                                          02456019
*SETTING        INDEPENDENT,  COLLEGE                                      02456010
*MATERIALS      NONE                                                       02456005
*LEVEL          ALL GRADES                                                 02456008
*GENERAL        GENERALIST  ALL CANDIDATES                                 02456007
*HOURS          5                                                          02456006
*EVALUATION     A FIVE-PAGE ESSAY                                          02456027
*FILE           RESOURCE ALLOCATION  VALUE ALLOCATION                      02456009
```

```
*OBJECTIVES     TO IDENTIFY THE RANGE OF ISSUES RAISED BY THE PAPERS.      02457015
*PREREQUISITE MODULE 2456                                                  02457016
*EXPERIENCE     SMALL GROUP DISCUSSION  THE STUDENTS WILL FORM SMALL       02457011
                DISCUSSION GROUPS,  ONE PERSON IN EACH GROUP WILL          02457012
                SUMMARIZE THEIR PAPER,  THE REST OF THE GROUP WILL COMMENT02457013
                UPON THE SUMMARY ON THE BASIS OF THEIR PAPERS.             02457014
*SETTING        SMALL GROUP (1-12 STUDENTS),  COLLEGE                      02457010
*MATERIALS      NONE                                                       02457005
*LEVEL          ALL GRADES                                                 02457008
*GENERAL        GENERALIST  ALL CANDIDATES                                 02457007
*HOURS          25 MINUTES                                                 02457006
*EVALUATION     SEE MODULE 2458                                            02457017

*FILE           SMALL GRP DISCUSSION  SOCIAL ISSUES                        02457009
```

```
*OBJECTIVES     TO IDENTIFY THE RANGE OF ISSUES RAISED IN THE SMALL GROUP 02458014
                DISCUSSIONS,                                              02458015
*PREREQUISITE   MODULE 2457                                               02458016
*EXPERIENCE     CLASS DISCUSSION  THE STUDENTS WILL COME TOGETHER AS A    02458011
                CLASS AND INDIVIDUALS WILL BE CALLED UPON TO SUMMARIZE THE02458012
                ISSUES RAISED IN THE SMALL GROUP DISCUSSIONS.             02458013
*SETTING        LARGE GROUP,  COLLEGE                                     02458010
*MATERIALS      NONE                                                      02458005
*LEVEL          ALL GRADES                                                02458008
*GENERAL        GENERALIST  ALL CANDIDATES                                02458007
*HOURS          25 MINUTES                                                02458006
*EVALUATION     THE LEVEL OF CLASS PARTICIPATION AND THE RANGE OF ISSUES  02458017
                RAISED.                                                   02458018
*FILE           SMALL GRP DISCUSSIONS                                     02458009
```

```
*OBJECTIVES     TO BE ABLE TO IDENTIFY WHY TRUST AND SUPPORT IS AN        02459015
                IMPORTANT VARIABLE IN THE ANALYSIS OF POLITICAL SYSTEMS.  02459016
                TO BE ABLE TO DIFFERENTIATE BETWEEN DIFFERENT LEVELS OF   02459017
                TRUST AND SUPPORT (AUTHORITIVE, INSTITUTIONS, REGIME AND  02459018
                POLITICAL COMMUNITY), TO BE ABLE TO SPECIFY HOW TRUST IS A02459019
                LINK BETWEEN THE BEHAVIOR OF POLITICAL ACTORS AND FORMAL  02459020
                AUTHORITIES,                                              02459021
*PREREQUISITE   MODULE 2458                                               02459022
*EXPERIENCE     READ W. GAMSON, POWER AND DISCONTENT, CH. 3.  G. ALMOND + 02459011
                S, VERBA, ≠POWER AND RESPONSIVENESS≠ IN THE CIVIC CULTURE,02459012
                PP, 476-479,  D, EASTON, ≠AN APPROACH TO THE ANALYSIS OF  02459013
                POLITICAL SYSTEMS,≠ WORLD POLITICS, 9, 1957.              02459014
*SETTING        INDEPENDENT,  COLLEGE                                     02459010
*MATERIALS      NONE                                                      02459005
*LEVEL          ALL GRADES                                                02459008
*GENERAL        GENERALIST  ALL CANDIDATES                                02459007
*HOURS          3                                                         02459006
*EVALUATION     SEE MODULE 2463                                           02459023
*FILE           ACCEPTANCE  POLITICAL CLIMATE                             02459009
```

```
*OBJECTIVES     STATED ABOVE IN EXPERIENCE PORTION.                       02460018
*PREREQUISITE   MODULE 2459                                               02460019
*EXPERIENCE     THE LECTURE WILL EXPLAIN:  (A) WHY TRUST AND SUPPORT IS AN02460011
                IMPORTANT VARIABLE IN THE ANALYSIS OF POLITICAL SYSTEMS.  02460012
                (B) WHY IT IS IMPORTANT TO DISTINGUISH BETWEEN DIFFERENT  02460013
                LEVELS OF TRUST AND SUPPORT (AUTHORITIVES, INSTITUTIONS,  02460014
                REGIME AND POLITICAL COMMUNITY).  (C) HOW TRUST IS A LINK 02460015
                BETWEEN THE BEHAVIOR OF POLITICAL ACTORS AND FORMAL       02460016
                AUTHORITIES.                                              02460017
*SETTING        LARGE GROUP,  COLLEGE                                     02460010
*MATERIALS      NONE                                                      02460005
*LEVEL          ALL GRADES                                                02460008
*GENERAL        GENERALIST  ALL CANDIDATES                                02460007
*HOURS          30 MINUTES                                                02460006
*EVALUATION     SEE MODULE 2463                                           02460020
*FILE           CLIMATE                                                   02460009
```

```
*OBJECTIVES     TO IDENTIFY THE AREAS OF UNCERTAINTY ABOUT THE READINGS   02461012
                AND LECTURE,                                              02461013
*PREREQUISITE   MODULE 2460                                               02461014
```

```
*EXPERIENCE   INTENSIVE QUESTION AND ANSWER SESSION.                    02461011
*SETTING      LARGE GROUP,  COLLEGE                                     02461010
*MATERIALS    NONE                                                      02461005
*LEVEL        ALL GRADES                                                02461008
*GENERAL      GENERALIST  ALL CANDIDATES                                02461007
*HOURS        30 MINUTES                                                02461006
*EVALUATION   NONE                                                      02461015
*FILE         QUESTIONS + ANSWERS                                       02461009

*OBJECTIVES   TO DIFFERENTIATE BETWEEN SPECIFIC AND DIFFUSE TRUST.  TO  02462013
              SPECIFY THE RELATIONSHIP BETWEEN TRUST IN FORMAL          02462014
              AUTHORITIES AND THE RATE OF INFLUENCE ATTEMPTS BY         02462015
              POLITICAL ACTORS.                                         02462016
*PREREQUISITE MODULE 2461                                               02462017
*EXPERIENCE   READ DAVID EASTON, A SYSTEM ANALYSIS OF POLITICAL LIFE,   02462011
              CH, 17-21,                                                02462012
*SETTING      INDEPENDENT,  COLLEGE                                     02462010
*MATERIALS    NONE                                                      02462005
*LEVEL        ALL GRADES                                                02462008
*GENERAL      GENERALIST  ALL CANDIDATES                                02462007
*HOURS        3                                                         02462006
*EVALUATION   SEE MODULE 2463                                           02462018
*FILE         POLITICS  TRUST                                           02462009

*OBJECTIVES   TO IDENTIFY THE RELATIONSHIP BETWEEN TRUST AND POLITICAL  02463015
              INFLUENCE,                                                02463016
*PREREQUISITE MODULE 2462                                               02463017
*EXPERIENCE   CLASS DISCUSSION  WHAT IS THE DISTINCTION BETWEEN SPECIFIC02463011
              AND DIFFUSE TRUST  UNDER WHAT CONDITIONS WILL THERE BE AN 02463012
              INVERSE RELATIONSHIP BETWEEN TRUST IN FORMAL AUTHORITIES  02463013
              AND THE RATE OF INFLUENCE ATTEMPTS BY POLITICAL ACTORS WHY02463014
*SETTING      LARGE GROUP,  COLLEGE                                     02463010
*MATERIALS    NONE                                                      02463005
*LEVEL        ALL GRADES                                                02463008
*GENERAL      GENERALIST  ALL CANDIDATES                                02463007
*HOURS        50 MINUTES                                                02463006
*EVALUATION   NONE                                                      02463018
*FILE         TRUST  POLITICAL INFLUENCE                                02463009

*OBJECTIVES   TO COMPARE TWO MEASURES OF VARIABLES DISCUSSED IN THE     02464017
              THEORETICAL LITERATURE.                                   02464018
*PREREQUISITE MODULE 2463                                               02464019
*EXPERIENCE   THE CLASS WILL BE GIVEN A FIVE ITEM POLITICAL CYNICISM    02464015
              SCALE AND A FOUR ITEM POLITICAL EFFICIENCY SCALE,         02464016
*SETTING      LARGE GROUP,  COLLEGE                                     02464014
*MATERIALS    THE FIVE ITEM POLITICAL CYNICISM SCALE FOUND IN AGGER,    02464005
              GOLDSTEIN AND PEARL, #POLITICAL SYNICISM# MEASUREMENT AND 02464006
              MEANING,# JOURNAL OF POLITICS, 1961, PP, 477-506, THE FOUR02464007
              ITEM POLITICAL EFFICACY SCALE FOUND IN A, CAMPBELL ET AL.,02464008
              THE VOTER DECIDES,                                        02464009
*LEVEL        ALL GRADES                                                02464012
*GENERAL      GENERALIST  ALL CANDIDATES                                02464011
*HOURS        20 MINUTES                                                02464010
*EVALUATION   NONE                                                      02464020
*FILE         THEORY  CYNICISM SCALE  EFFICIENCY SCALE                  02464013
```

```
*OBJECTIVES    TO BE ABLE TO IDENTIFY TWO MEASURES THAT HAVE BEEN USED   02465015
               FREQUENTLY TO OPERATIONALIZE TWO THEORETICAL TERMS.       02465016
*PREREQUISITE  MODULE 2464                                               02465017
*SETTING       LARGE GROUP,  COLLEGE                                     02465010
*EXPERIENCE    CLASS EXERCISE AND DISCUSSION  THE CLASS WILL BE TOLD HOW 02465011
               TO SCORE THEIR ANSWERS.  THE CLASS WILL DISCUSS THE TWO   02465012
               MEASURES AS SOURCES OF INFORMATION ABOUT THE PROBABILITY  02465013
               OF INFLUENCE ATTEMPTS BY POLITICAL ACTORS.                02465014
*LEVEL         ALL GRADES                                                02465008
*MATERIALS     MATERIALS USED IN MODULE ≠15                              02465005
*GENERAL       GENERALIST  ALL CANDIDATES                                02465007
*HOURS         30 MINUTES                                                02465006
*EVALUATION    NONE                                                      02465018
*FILE          MEASURES OF POLITICS                                      02465009

*OBJECTIVES    TO IDENTIFY THE MAJOR PROBLEMS THAT HAVE BEEN ENCOUNTERED 02466014
               IN DEFINING POWER AND INFLUENCE.                          02466015
*PREREQUISITE  MODULE 2465                                               02466016
*EXPERIENCE    READ W. GAMSON, POWER AND DISCONTENT, CH. 4 AND 5. T.     02466011
               CLARK, ≠THE CONCEPT OF POWER, ≠SOUTHWESTERN SOCIAL SCIENCE02466012
               QUARTERLY, DEC., 1967.                                    02466013
*SETTING       INDEPENDENT,  COLLEGE                                     02466010
*MATERIALS     NONE                                                      02466005
*LEVEL         ALL GRADES                                                02466008
*GENERAL       GENERALIST  ALL CANDIDATES                                02466007
*HOURS         3                                                         02466006
*EVALUATION    SEE MODULE 2468                                           02466017
*FILE          POWER  INFLUENCE  DISCONTENT                              02466009

*OBJECTIVES    TO IDENTIFY THE MAJOR PROBLEMS ENCOUNTERED IN DEFINING    02467014
               POWER AND INFLUENCE.                                      02467015
*PREREQUISITE  MODULE 2466                                               02467016
*EXPERIENCE    LECTURE  WHAT ARE THE MAJOR PROBLEMS ENCOUNTERED IN       02467011
               DEFINING POWER AND INFLUENCE  HOW HAS GAMSON MET THESE    02467012
               PROBLEMS                                                  02467013
*SETTING       LARGE GROUP,  COLLEGE                                     02467010
*MATERIALS     NONE                                                      02467005
*LEVEL         ALL GRADES                                                02467008
*GENERAL       GENERALIST  ALL CANDIDATES                                02467007
*EVALUATION    SEE MODULE 2468                                           02467017
*FILE          POWER  INFLUENCE                                          02467009
*HOURS         50 MINUTES                                                02467006

*OBJECTIVES    TO EVALUATE THE PREVIOUS TWO MODULES BY ASKING THE        02468016
               STUDENTS TO SOLVE A PROBLEM.                              02468017
*PREREQUISITE  MODULE 2467                                               02468018
*EXPERIENCE    CLASS DISCUSSION  THE CLASS WILL BE ASKED TO THINK OF     02468011
               THEIR FAMILIES AS ≠SMALL≠ POLITICAL SYSTEMS.  HOW DO THE  02468012
               PROBLEMS RAISED IN THE PREVIOUS LECTURE AND READINGS APPLY02468013
               TO THE DEFINITIONS AND ATTRIBUTION OF POWER IN FAMILY     02468014
               DECISION-MAKING SITUATIONS                                02468015
*SETTING       LARGE GROUP,  COLLEGE                                     02468010
*MATERIALS     NONE                                                      02468005
*LEVEL         ALL GRADES                                                02468008
*GENERAL       GENERALIST  ALL CANDIDATES                                02468007
*HOURS         50 MINUTES                                                02468006
*EVALUATION    BLANK                                                     02468019
*FILE          POLITICAL SYSTEMS  FAMILIES                               02468009
```

```
*OBJECTIVES    TO IDENTIFY THE MAJOR PROBLEMS THAT HAVE BEEN ENCOUNTERED 02469017
               IN MEASURING POWER AND INFLUENCE,                         02469018
*PREREQUISITE  MODULE 2468                                               02469019
*EXPERIENCE    READ H, SIMON, ≠NOTES ON THE OBSERVATION AND MEASUREMENT  02469011
               OF POLITICAL POWER,≠ JOURNAL OF POLITICS, NOV,, 1953, R.  02469012
               DAHL, ≠THE CONCERT OF POWER,≠ BEHAVIORAL SCIENCE, JULY,   02469013
               1957, PP, 201*218, W. RIKER, ≠SOME AMBIGUITIES IN THE     02469014
               NOTION OF POWER, ≠AMERICAN POLITICAL SCIENCE REVIEW, JUNE,02469015
               1964,                                                     02469016
*SETTING       INDEPENDENT,  COLLEGE                                     02469010
*MATERIALS     NONE                                                      02469005
*LEVEL         ALL GRADES                                                02469008
*GENERAL       GENERALIST  ALL CANDIDATES                                02469007
*HOURS         4                                                         02469006
*EVALUATION    SEE MODULE 2476                                           02469020
*FILE          POWER  INFLUENCE                                          02469009
```

```
*OBJECTIVES    TO IDENTIFY THE MAJOR PROBLEMS THAT HAVE BEEN ENCOUNTERED 02470013
               IN MEASURING POWER AND INFLUENCE,                         02470014
*PREREQUISITE  MODULE 2469                                               02470015
*EXPERIENCE    LECTURE  WHAT ARE THE MAJOR PROBLEMS THAT HAVE BEEN       02470011
               ENCOUNTERED IN MEASURING POWER AND INFLUENCE              02470012
*SETTING       LARGE GROUP,  COLLEGE                                     02470010
*MATERIALS     NONE                                                      02470005
*LEVEL         ALL GRADES                                                02470008
*GENERAL       GENERALIST  ALL CANDIDATES                                02470007
*HOURS         50 MINUTES                                                02470006
*EVALUATION    SEE MODULE 2476                                           02470016
*FILE          POWER  INFLUENCE                                          02470009
```

```
*OBJECTIVES    TO COMPARE SUCCESSFUL INFLUENCE ATTEMPTS AS ATTITUDE      02471013
               CHANGES AND BEHAVIOR CHANGE,                              02471014
*PREREQUISITE  MODULE 2470                                               02471015
*EXPERIENCE    READ D. CARTWRIGHT, ≠INFLUENCE, LEADERSHIP, CONTROL,≠ IN J02471011
               MARCH (ED,) HANDBOOK OF ORGANIZATIONS, PP, 1*47,          02471012
*SETTING       INDEPENDENT,  COLLEGE                                     02471010
*MATERIALS     NONE                                                      02471005
*LEVEL         ALL GRADES                                                02471008
*GENERAL       GENERALIST  ALL CANDIDATES                                02471007
*HOURS         3                                                         02471006
*EVALUATION    SEE MODULE 2476                                           02471016
*FILE          POWER  ATTITUDE CHANGE  BEHAVIOR CHANGE                   02471009
```

```
*OBJECTIVES    TO DIFFERENTIATE BETWEEN DIFFERENT TYPES OF RESPONSES BY  02472015
               FORMAL AUTHORITIES TO INFLUENCE ATTEMPTS,                 02472016
*PREREQUISITE  MODULE 2471                                               02472017
*EXPERIENCE    LECTURE  THE LECTURE WILL FOCUS UPON TWO CLASSES OF       02472011
               RESPONSES BY AUTHORITIES TO INFLUENCE ATTEMPTS. (A)       02472012
               ALTERING DECISIONAL OUTCOMES (B) THE UTILIZATION OF       02472013
               POLITICAL CONTROL TECHNIQUES                              02472014
*SETTING       LARGE GROUP,  COLLEGE                                     02472010
*MATERIALS     NONE                                                      02472005
*LEVEL         ALL GRADES                                                02472008
*GENERAL       GENERALIST  ALL CANDIDATES                                02472007
*HOURS         50 MINUTES                                                02472006
*EVALUATION    SEE MODULE 2476                                           02472018
*FILE          DECISION MAKING  FORMAL POWER                             02472009
```

```
*OBJECTIVES     TO IDENTIFY THE USE OF SANCTIONS AS A POLITICAL CONTROL    02473013
                TECHNIQUE,                                                 02473014
*PREREQUISITE   MODULE 2472                                                02473015
*EXPERIENCE     READ W. GAMSON, POWER + DISCONTENT, CH. 6, R. AGGAR,       02473011
                THE RULERS AND THE RULED, PP. 82-90, PP.491-497,           02473012
*SETTING        INDEPENDENT,  COLLEGE                                      02473010
*MATERIALS      NONE                                                       02473005
*LEVEL          ALL GRADES                                                 02473008
*GENERAL        GENERALIST  ALL CANDIDATES                                 02473007
*HOURS          2                                                          02473006
*EVALUATION     SEE MODULE 2476                                            02473016
*FILE           SANCTIONS  POLITICAL CONTROL                               02473009
```

```
*OBJECTIVES     TO IDENTIFY AND APPLY THE CONCEPT OF POLITICAL SANCTIONS   02474017
                IN DIVERSE POLITICAL SETTINGS.                             02474018
*PREREQUISITE   MODULE 2473                                                02474019
*EXPERIENCE     CLASS DISCUSSION  HOW DO THE AUTHORS DESCRIBE THE USE OF   02474011
                SANCTIONS AS A POLITICAL CONTROL TECHNIQUE  HAVE THE       02474012
                STUDENTS EVER EXPERIENCED SANCTIONING IN ANY POLITICAL     02474013
                SYSTEM THAT THEY HAVE BEEN A MEMBER OF  (FAMILY, PUBLIC,   02474014
                SCHOOL, UNIVERSITY)  WHAT TYPES OF SANCTIONS WERE USED AND02474015
                WHY DID THEY TAKE PLACE                                    02474016
*SETTING        LARGE GROUP,  COLLEGE                                      02474010
*MATERIALS      NONE                                                       02474005
*LEVEL          ALL GRADES                                                 02474008
*GENERAL        GENERALIST  ALL CANDIDATES                                 02474007
*HOURS          50 MINUTES                                                 02474006
*EVALUATION     SEE MODULE 2476                                            02474020
*FILE           SANCTIONS  POLITICAL CONTROL                               02474009
```

```
*OBJECTIVES     TO IDENTIFY AND DIFFERENTIATE BETWEEN THE CONCEPTS OF      02475016
                CO-OPTATION AND SYMBOLIC REASSURANCE AS POLITICAL CONTROL  02475017
                OF TECHNIQUES,                                             02475018
*PREREQUISITE   MODULE 2474                                                02475019
*EXPERIENCE     READ P. SELZNICK, T.V.A. AND GRASS ROOTS, PP. 13-16,       02475011
                PP. 259-262, A. CAREY, THE HAWTHORNE STUDIES: A RADICAL    02475012
                CRITICISM, AMERICAN SOCIOLOGICAL REVIEW, JUNE 1967,        02475013
                PP. 403-416, M. EDELMAN, THE SYMBOLIC USES OF POLITICS,    02475014
                CH, 2,                                                     02475015
*SETTING        INDEPENDENT,  COLLEGE                                      02475010
*MATERIALS      NONE                                                       02475005
*LEVEL          ALL GRADES                                                 02475008
*GENERAL        GENERALIST  ALL CANDIDATES                                 02475007
*HOURS          3                                                          02475006
*EVALUATION     SEE MODULE 2476                                            02475020
*FILE           CO-OPTATION  SYMBOLIC REASSURANCE                          02475009
```

```
*OBJECTIVES     TO IDENTIFY AND DIFFERENTIATE BETWEEN THE CONCEPTS OF      02476016
                OC-OPTATION AND SYMBOLIC REASSURANCE AS POLITICAL CONTROL  02476017
                TECHNIQUES.                                                02476018
*PREREQUISITE   MODULE 2475                                                02476019
*EXPERIENCE     LECTURE  THE LECTURE WILL EXPLAIN THE CONCEPTS OF          02476011
                CO-OPTATION AND SYMBOLIC REASSURANCE.  THE USE OF THESE    02476012
                PROCESSES AS POLITICAL CONTROL TECHNIQUES CAN BE           02476013
                ILLUSTRATED BY THE ROLE OF CITIZENS* ADVISORY GROUPS IN    02476014
                THE EDUCATIONAL POLICY-MAKING ARENA,                       02476015
*SETTING        LARGE GROUP,  COLLEGE                                      02476010
*MATERIALS      NONE                                                       02476005
```

```
*LEVEL          ALL GRADES                                              02476008
*GENERAL        GENERALIST  ALL CANDIDATES                              02476007
*HOURS          50 MINUTES                                              02476006
*EVALUATION     SEE MODULE 2476                                         02476020
*FILE           CO-OPTATION  SYMBOLIC REASSURANCE  CITZEN GROUPS        02476009
```

```
*OBJECTIVES     TO BE ABLE TO IDENTIFY MAJOR THEORETICAL AND            02477017
                MEASUREMENT PROBLEMS INVOLVED IN DISCUSSIONS OF POLITICAL 02477018
                POWER OR TO BE ABLE TO IDENTIFY HOW A SET OF THEORETICAL  02477019
                TERMS (POLITICAL CONTROL TECHNIQUES) CAN BE APPLIED TO    02477020
                CURRENT POLITICAL ISSUES.                               02477021
*PREREQUISITE   PREVIOUS MODULE                                         02477022
*EXPERIENCE     PAPER  THE STUDENTS WILL TURN IN A FIVE PAGE TYPEWRITTEN  02477011
                PAPER THAT EITHER: (A) IDENTIFIES THE MAJOR PROBLEMS THAT02477012
                HAVE BEEN ENCOUNTERED IN DEFINING AND MEASURING POLITICAL 02477013
                POWER AND INFLUENCE  OR  (B) APPLIES THE POLITICAL CONTROL02477014
                TECHNIQUES (SANCTION, CO-OPTATION AND SYMBOLIC          02477015
                REASSURANCE) TO A CURRENT POLITICAL ISSUE.              02477016
*SETTING        INDEPENDENT,  COLLEGE                                   02477010
*MATERIALS      NONE                                                    02477005
*LEVEL          ALL GRADES                                              02477008
*GENERAL        GENERALIST  ALL CANDIDATES                              02477007
*HOURS          5                                                       02477006
*EVALUATION     A FIVE PAGE ESSAY                                       02477023
*FILE           POWER  INFLUENCE  POLITICAL CONTROL TECHNIQUES          02477009
```

```
*OBJECTIVES     TO IDENTIFY THE RANGE OF ISSUES RAISED BY THE PAPERS.   02478015
*PREREQUISITE   MODULE 2477                                             02478016
*EXPERIENCE     SMALL GROUP DISCUSSION  THE STUDENTS WILL FORM SMALL    02478011
                DISCUSSION GROUPS,  ONE PERSON IN EACH GROUP WILL       02478012
                SUMMARIZE THEIR PAPER.  THE REST OF THE GROUP WILL COMMENT02478013
                ON THE BASIS OF THEIR PAPERS.                           02478014
*SETTING        SMALL GROUP (1-12 STUDENTS),  COLLEGE                   02478010
*MATERIALS      NONE                                                    02478005
*LEVEL          ALL GRADES                                              02478008
*GENERAL        GENERALIST  ALL CANDIDATES                              02478007
*HOURS          25 MINUTES                                              02478006
*EVALUATION     SEE MODULE 2479                                         02478017
*FILE           SMALL GRPS                                              02478009
```

```
*OBJECTIVES     TO IDENTIFY THE TYPES OF ISSUES RAISED IN THE SMALL GROUP 02479014
                DISCUSSION.                                             02479015
*PREREQUISITE   MODULE 2478                                             02479016
*EXPERIENCE     CLASS DISCUSSION  THE STUDENTS WILL COME TOGETHER AS A  02479011
                CLASS AND INDIVIDUALS WILL BE CALLED UPON TO SUMMARIZE  02479012
                THE ISSUES RAISED IN THE SMALL GROUPS.                  02479013
*SETTING        LARGE GROUP,  COLLEGE                                   02479010
*MATERIALS      NONE                                                    02479005
*LEVEL          ALL GRADES                                              02479008
*GENERAL        GENERALIST  ALL CANDIDATES                              02479007
*HOURS          25 MINUTES                                              02479006
*EVALUATION     NONE                                                    02479017
*FILE           SMALL GROUPS                                            02479009
```

```
*OBJECTIVES     TO CAPSTONE ENTIRE YEARS WORK                           02480013
*PREREQUISITE   COURSE ITSELF                                           02480014
*EXPERIENCE     OPEN DISCUSSION  WHAT HAVE THE SOCIAL SCIENTISTS TAUGHT US02480011
```

```
                ABOUT PROBLEM SOLVING AND DECISION MAKING                02480012
*SETTING        LARGE GROUP,  COLLEGE                                    02480010
*MATERIALS      BLANK                                                    02480005
*LEVEL          ALL GRADES                                               02480008
*GENERAL       .ALL CANDIDATES                                           02480007
*HOURS          3                                                        02480006
*EVALUATION     TERM END EXAMINATION                                     02480015
*FILE           PROBLEM SOLVING  DECISION MAKING                         02480009
```

GENERAL-LIBERAL EDUCATION

NATURAL SCIENCE AND MATHEMATICS

This freshman level program is planned to begin the differentiated preparation of the teacher for a role as a citizen-educator. The emphasis is geared not so much toward a set of specialized skills needed in the classroom, but rather toward those needed by any active member of our society.

Science I, Science II, and Mathematics are designed to be taken in that order. Implementation in semester systems might well consider one semester of science and a combined semester to accommodate the remaining modules. The time schedule could be shortened or extended in an individualized program, depending upon the student.

Project staff members who contributed to the general-liberal education section which emphasizes the natural sciences includes the following people:

Dr. Julian R. Brandou	Coordinator
Dr. Manfred Engleman	Science
Dr. William Fitzgerald	Mathematics
Dr. Richard Gibbs	Mathematics

NATURAL SCIENCE EXPERIENCES

A general-liberal education course in Natural Science cannot be a survey course, since most survey courses merely select subject matter from the major scientific disciplines and give it to the student to memorize. Every field is under constant development, producing a continuous flow of new and changing ideas. Content in science if presented as fixed at one point in time soon becomes outdated or unimportant to the main thrust of the discipline. The elementary school teacher, equipped with only the factual matter available during his college student days, would be obsolete by the time he entered the classroom.

The role of a general-liberal education experience then, ought to be to acquaint the student with the underlying principles responsible for the development of the intellectual discipline being considered. All general-liberal education components should have as a major objective, if not the major objective, the building of a concept of human knowledge as a unique invention of the species. The immediate objectives of the natural science experiences are:

1. To examine science as a process

2. To examine the effects of that process on the culture in which it is emmersed

3. To analyze these effects as they influence the thought and the approach to life of the individual; particularly, in the approach of the teacher to teaching.

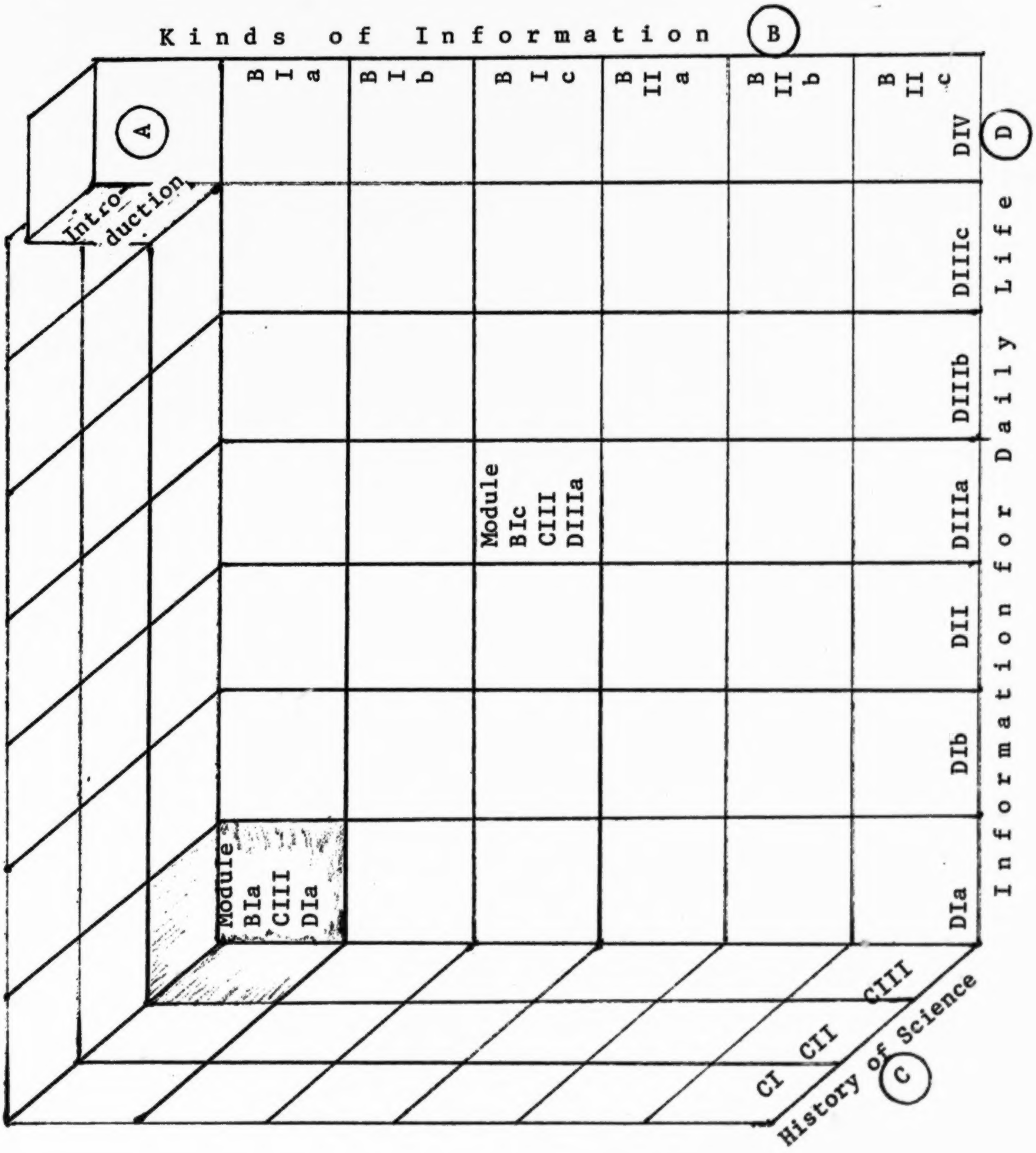
If the student has not raised the questions, "Who am I?, What am I?, and Where am I?" by the time he has reached this stage in his development, he will raise them here. The answers of science to these naive appearing questions are suggested, answers concerned with the shape and size of the Universe, position of the earth in the Galaxy, the genetic uniqueness of the individual, and the evolution of the earth and its inhabitants. The student is not asked to memorize these answers per se, but he is required to analyze them, as he would any other kind of invention. How was the answer contrived? What makes it operate? Where are its faults? As a participant in the analysis, the student separates the observables from invented explanations. He is prodded to reach into non-scientific disciplines such as philosophy or religion, and compare statements from them with those from the scientific establishment. In group discussions students analyze their own opinions on topics of current interest, carefully separating belief statements from reproducible or empirical knowledge.

At the end of the science sequence, the student has had some contact with a number of the major scientific explanations, theories, and new frontiers. In each contact, the subject matter is held up to a two-sided analysis; on one side the analysis of the developing idea and on two-sided analysis; on one side the analysis of the developing idea, and on the other, the effect upon human thought (see cube diagram on the next page). Science emerges by the end of the sequence as an orderly inquiry into the physical Universe, systematically broadening its information and changing its explanations in the light of new information. With such a concept, the prospective general classroom teacher will not become out-dated. He will understand the dynamics of the subject and be mentally equipped to handle its changing nature. The science specialist will have the necessary grounding upon which to develop proficiency in his field. Most important, both will be able to convey the proper emphasis to the bits and pieces of science encountered by their pupils at home and in the elementary school classroom.

Three major subject matter themes are persued during the component: Cosmology, Mechanism, and Evolution. Each theme emphasizes one of the various approaches to the component. Cosmology emphasizes the historical development of scientific ideas. The laborious transition from an earth-centered Universe to an unknown-centered, expanding universe uniquely lends itself to historical analysis.

Mechanism emphasizes the structure of scientific knowledge by analyzing the construction of theories and generalizations. Mechanistic explanations are examined and compared without regard to their particular scientific field or date of origin. Thus, the Gene theory and Bohr's Atomic Theory may be considered at the same time because of their common epistemological elements. Each includes a precise explanation,is broad in scope,is based upon a mathematical plan, and has discrete units defined in primitive terms. In turn, these theories can be contrasted with the simpler Cell Principle or the Gas Laws which have a more limited scope and lack units and defined terms. The successes and limitations of mechanistic explanations are made apparent as topics such as low temperature physics and the DNA investigations are considered.

SCHEMATIC RELATIONSHIP OF ASPECTS OF NATURAL SCIENCE


Kinds of Information
B
BIa
BIb
BIc
BIIa
BIIb
BIIc
A
Introduction
D
DIV
DIIIc
DIIIb
DIIIa
DII
DIb
DIa
Information for Daily Life
Module BIc CIII DIIIa
Module BIa CIII DIa
CIII
CII
CI
History of Science
C

*Letters refer to topics in the outline of content for the Natural Sciences

The final subject-matter theme, Evolution, emphasizes the interaction of scientific knowledge and the non-scientific world, particularly the problems facing contemporary man. Debates such as Huxley vs. Wilberforce on evolution, the Scopes monkey trial and those on floridation serve to illustrate the conflict between popular and scientific ideas. The topic of populations and their control are used to focus the relationships of birth control and the advance of medical science to world food problems. Pollution problems as they relate to the destruction of the environment are explored through study of the natural components. Finally, the evolution of human behavior is considered in order to examine the biologically determined aspects of human culture and their implications for education. A brief outline of experiences follows:

SYLLABUS

A. WHAT IS SCIENTIFIC KNOWLEDGE AND WHY IS IT IMPORTANT?

1. The place of Scientific knowledge in the scheme of human activity.
2. The distinction between pure knowledge and applied knowledge.

B. WHAT KINDS OF INFORMATION DO THE NATURAL SCIENCES GIVE US?

1. Observable information concerning the Universe
    a. Facts of Physical Sciences
    b. Facts of the Earth Sciences
    c. Facts of the Biological Sciences
2. Explanations of how the observables are related
    a. Theories of the Physical Sciences
    b. Theories and models from the Earth Sciences
    c. Theories and models from the Biological Sciences

C. WHERE DID THE APPROACHES, METHODS, AND IDEAS OF THE NATURAL SCIENCES COME FROM (HISTORY)?

1. Beginning Science - Animistic point of view.
2. Transitional Science - Mechanistic point of view.
3. Modern Science - Relativistic point of view.

D. HOW DOES THE APPLICATION OF THE INFORMATION FROM THE NATURAL SCIENCES AFFECT MY EVERY DAY LIFE?

1. Man's understanding of his place:
    a. in the physical Universe
        1) Where he thinks he is
        2) How he pictures the universe functioning
        3) The limits of his knowledge in this area
    b. in the Biological world
        1) His supposed place in the Biosphere
        2) His thoughts on the function of the Biosphere
        3) The limits of his knowledge in this area
2. Man's understanding of himself as a behavioral entity
    a. Structure
    b. Function
    c. Behavior
3. Man's attempt to adapt the environment to his needs and the results of his actions.
    a. Agriculture
        1) Scientific contribution
        2) Consequences of the activity
    b. Industrialization
        1) Scientific contribution
        2) Consequences of the activity
    c. Urbanization
        1) Scientific contribution
        2) Consequences of the activity
4. Science and man's future
    a. Expansion of the planet
    b. Exploitation of remaining resources

Students explore these subject matter areas in three instructional settings, laboratory group (from 1-4 students), discussion (15-25 students) and lecture (50 students). The same instructor has charge of all three sections, with some aid from a graduate assistant. Laboratory periods are two hours long and meet once each week. Discussion sections and lectures are each one hour long and meet for a total of three hours each week.

Laboratory periods attempt to supply minimal observational information to the "civilized man who has lost touch with Nature." Laboratories are so designed as to involve a minimum number of cookbooks experiments and "right answers",instead, they require a maximum number of "correct procedures". Activities vary from looking at the microcosm in a drop of pond water to viewing slides of the Grand Canyon from rim to riverbed. The observations made in the laboratory provide the setting for the introduction of scientific explanations.

Since an important skill needed by the classroom teacher is the ability to stand before a group and communicate, discussion sessions are designed to provide the future teacher practice in this area. Participation in discussions at times require voluntary response, at other times formal preparation. The discussion, since it is not completely structured, permits the student to explore topics ancillary to the assigned subject matter, but which have high personal interest. Special reports and the expression of personal opinions are encouraged as part of the discussion process.

Lectures, for the most part are formal presentations, providing the student with analysis of assigned topics and further information and explanation. However, in keeping with the discussion philosophy, each student is asked to present to the lecture group a five or ten minute talk, either introducing the topic of the day, or reviewing the material covered in the last lecture. Such an assignment provides the future teacher with another kind of teaching experience he is likely to encounter; for example, in briefing parents or giving PTA talks. Movies, slides, transparencies, hand-out sheets and other visual aids supplement all instructor's oral presentations.

Preparation for the class requires the student to both read assigned materials (text chapters, and offprints) and do library research.

A resource room, available to students at off-hours and during the evening, contains not only supplimentary reference materials, but also is supplied with the visual aids and laboratory materials used in the component. Laboratory exercises, after they have been done by the class, are set up in auto-tutorial carrels.. The student can make up work or re-do exercises if he desires. Special carrels are available for students to extend their observations beyond those required of the class.

```
*OBJECTIVES    TO UNDERSTAND THE BABYLONIAN NUMERATION SYSTEM.            00033015
*PREREQUISITE  NONE                                                       00033016
*EXPERIENCE    LISTEN TO LECTURE ON THE BABYLONIAN SYSTEM OF NUMERATION.  00033011
               LEARN THEIR USE OF BOTH BASE 10 AND BASE 60 AND THE        00033012
               DIFFICULTY CAUSED BY LACK OF ZERO.  LEARN TO TRANSLATE TO  00033013
               AND FROM THE BABYLONIAN SYSTEM.                            00033014
*SETTING       LARGE GROUP,  COLLEGE                                      00033010
*MATERIALS     NONE                                                       00033005
*LEVEL         ALL GRADES                                                 00033008
*GENERAL       ALL CANDIDATES                                             00033007
*HOURS         1/2                                                        00033006
*EVALUATION    TRANSLATE TO AND FROM THE BABYLONIAN SYSTEM FIVE TIMES     00033017
               EACH WAY WITH 80 O/O ACCURACY.                             00033018
*FILE          NUMERATION BABYLONIAN BASES                                00033009
```

```
*OBJECTIVES    TO PRESENT AN ANALYSIS TOOL ABOUT THE STRUCTURE OF         00046017
               SCIENTIFIC KNOWLEDGE TO ENABLE THE STUDENT TO ANALYSE      00046018
               SCIENTIFIC MATERIAL FOR ITS COMMON ELEMENTS.               00046019
*PREREQUISITE  NONE                                                       00046020
*EXPERIENCE    LISTEN TO A LECTURE ON THE VARIOUS ELEMENTS OF SCIENTIFIC  00046011
               KNOWLEDGE,  FACTS, LAWS, THEORIES, CONCEPTS AND OTHER      00046012
               WORDS USED TO DESCRIBE THE OPERATIONS IN SCIENCE WILL BE   00046013
               CHARACTERIZED,  THE CLEAR DISTINCTION BETWEEN PHYSICALLY   00046014
               DERIVED ELEMENTS RESULTING FROM SENSORY PERCEPTIONS AND    00046015
               MENTALLY CREATED ELEMENTS WILL BE MADE.                    00046016
*SETTING       LARGE GROUP,  COLLEGE                                      00046010
*MATERIALS     NONE                                                       00046005
*LEVEL         ALL GRADES                                                 00046008
*GENERAL       GENERALIST                                                 00046007
*HOURS         50 MIN                                                     00046006
*EVALUATION    THE STUDENT SHOULD BE ABLE TO OUTLINE THE ELEMENTS OF THE  00046021
               ANALYSIS SCHEME IN RELATIONSHIP TO THEIR MENTALLY DERIVED  00046022
               OR PHYSICALLY DERIVED CHARACTER.                           00046023
*FILE          ANALYSIS EXPLANATION KNOWLEDGE                             00046009
```

```
*OBJECTIVES    POINT OUT THE ROLE OF SENSATIONS AND ASSUMPTIONS IN MAKING00047015
               INTERPRETATIONS,                                           00047016
*PREREQUISITE  LECTURE ON ELEMENTS OF SCIENTIFIC KNOWLEDGE.               00047017
*EXPERIENCE    THE STUDENT WILL BE INSTRUCTED TO CONSIDER THE TWO TERMS,  00047011
               ASSUMPTION AND PERCEPTION, FROM HIS ANALYSIS SCHEME IN     00047012
               RELATIONSHIP TO THE FILM PERCEPTION,  VIEW THE FILM        00047013
               PERCEPTION,                                                00047014
*SETTING       LARGE GROUP,  COLLEGE                                      00047010
*MATERIALS     FILM PERCEPTION                                            00047005
*LEVEL         ALL GRADES                                                 00047008
*GENERAL       GENERALIST                                                 00047007
*HOURS         40 MIN                                                     00047006
*EVALUATION    LIST A NUMBER SENSORY STIMULI AND ASSUMPTIONS MADE WHEN    00047018
               ASKED TO INTERPRET A SERIES OF LINE DRAWINGS, PHOTOGRAPHS  00047019
               (COLOR AND BLACK + WHITE), OBJECTS, OR SOUNDS.  THE        00047020
               STUDENT SHOULD BE ABLE TO DISTINGUISH THE ASSUMPTIONS FROM00047021
               THE STIMULI 80 O/O OF THE TIME.                            00047022
*FILE          PERCEPTION ASSUMPTION OBSERVATION                          00047009
```

```
*OBJECTIVES     DISTINGUISH BETWEEN THE FACTS, ASSUMPTIONS, AND          00048018
                EXPLANATIONS GIVEN IN THE COMPLEX SCIENTIFIC ARGUMENT    00048019
                CONCERNING STONEHENGE,  ESTABLISH THE ARGUMENT THAT MUCH 00048020
                TECHNICAL KNOWLEDGE WAS POSSESSED BY PREHISTORY MAN.     00048021
*PREREQUISITE SCIENTIFIC KNOWLEDGE SCHEME ANALYSIS TOOL.                 00048022
*EXPERIENCE     PREVIOUS TO THE VIEWING OF THE FILM, THE STUDENTS WILL BE 00048011
                INSTRUCTED TO (1) ANALYSE THE STATEMENTS MADE BY THE     00048012
                VARIOUS PEOPLE (PARTICULARLY HAWKINS AND ATKINSEN) IN    00048013
                REFERENCE TO THEIR ANALYSIS SCHEME ON SCIENTIFIC METHOD, 00048014
                AND 2)PAY PARTICULAR ATTENTION TO THE ANALYSIS BY ATKINSEN00048015
                ON HOW THE STONEHENGERS WERE ABLE TO BUILD THE STRUCTURE. 00048016
                THEN VIEW THE FILM STONEHENGE.                           00048017
*SETTING        LARGE GROUP,  COLLEGE                                    00048010
*MATERIALS      C.B.S, FILM STONGHENGE                                   00048005
*LEVEL          ALL GRADES                                               00048008
*GENERAL        GENERALIST                                               00048007
*HOURS          90 MIN                                                   00048006
*EVALUATION     DISTINGUISH THE FACTUAL, EXPLANATORY AND ASSUMPTIVE      00048023
                ASPECTS IN SEVERAL QUOTES FROM THE SOUND TRACK.  700/0 OF 00048024
                THE ELEMENTS SHOULD BE RECOGNIZED.  LIST, FROM MEMORY,   00048025
                FIVE TECHNICAL SKILLS INDICATED BY STONEHENGE MAN.       00048026
*FILE           ANALYSIS KNOWLEDGE STONEHENGE                            00048009
```

```
*OBJECTIVES     ESTABLISH OR REAFFIRM THAT (1) THE SENSE ORGANS ARE      00049024
                SPECIFIC, (2) THEY ARE LIMITED, AND (3) THERE IS         00049025
                INDIVIDUAL VARIATION IN THE SENSITIVITY OF THE VARIOUS   00049026
                INDIVIDUALS IN THE CLASS TO DETECT VARIOUS STIMULI, AND  00049027
                THIS VARIATION CAN LEAD TO DIFFERENFT VIEWS OF THE REAL  00049028
                WORLD.                                                   00049029
*PREREQUISITE NONE                                                       00049030
*EXPERIENCE     THE STUDENT WILL RECORD THE RESPONSES OF HIS VARIOUS SENSE00049013
                ORGANS TO THE FOLLOWING STIMULI.                         00049014
                SIGHT COLOR CHARTS, DIFFERING LIGHT INTENSITY, EYE CHARTS.00049015
                SOUND PITCH, INTENSITY                                   00049016
                TOUCH TEXTURE, TWO POINTS OF VARYING DISTANCE PLACED ON  00049017
                VARIOUS PARTS OF THE BODY.                               00049018
                TASTE SWEET, SOUR, SALTY, BITTER, AND TPC ETC.           00049019
                SMELL VARIOUS ODERS, MUSK, GARLIC ETC.  HAVING COMPLETED 00049020
                HIS OBSERVATIONS, THE STUDENT WILL COMPARE HIS RESULTS   00049021
                WITH ONE OR SEVERAL OTHER STUDENTS, TO CONFIRM HIS       00049022
                RESULTS.                                                 00049023
*SETTING        INDEPENDENT,  COLLEGE                                    00049012
*MATERIALS      ISHAHARA PLATES, EYE CHARTS, AUDIOMETER, TUNING FORKS,   00049005
                ACIDS, BASES SALTS, PURFUMES, MUSKS, CALIPERS, WOOD,     00049006
                RUBBER, STEEL BLOCKS, BLIND FOLDS, ETC.                  00049007
*LEVEL          ALL GRADES                                               00049010
*GENERAL        GENERALIST                                               00049009
*HOURS          110 MIN                                                  00049008
*EVALUATION     THE STUDENT WILL BE ABLE TO VERBALIZE (OR WRITE) THE     00049031
                LIMITATIONS OF EACH OF HIS SENSES IN GENERAL TERMS, AND  00049032
                WILL EXPRESS THE IDEA OF VARIATION IN THE INDIVIDUALS    00049033
                ABILITY TO DETECT VARIOUS STIMULI.  HE SHOULD RECOGNIZE  00049034
                THIS VARIATION AS A BASIS FOR DISAGREEMENT BETWEEN       00049035
                INDIVIDUALS CONCERNING THE PHYSICAL WORLD.               00049036
*FILE           PERCEPTION OBSERVATION SENSATION                         00049011
```

```
*OBJECTIVES     PRESENT THE CURRENT SCHEME FOR ANALYSING THE STRUCTURE   00208014
```

```
                OF THE BIOLOGICAL WORLD.                                 00208015
*PREREQUISITE SCHEME OF SCIENTIFIC KNOWLEDGE EXCERISE, CLASSIFICATION   00208016
                EXCERISE                                                 00208017
*EXPERIENCE     LISTEN TO A LECTURE ON THE ORGANIZATION LEVELS FOUND IN  00208011
                THE BIOSPHERE; IE, INDIVIDUAL, POPULATION, SRECIES,      00208012
                COMMUNITY,                                               00208013
*SETTING        LARGE GROUP,  COLLEGE                                    00208010
*MATERIALS      NONE                                                     00208005
*LEVEL          ALL GRADES                                               00208008
*GENERAL        GENERALIST                                               00208007
*HOURS          20 MIN.                                                  00208006
*EVALUATION     OUTLINE THE SCHEME                                       00208018
*FILE           BIOSPHERE  ORGANIZATION  CLASSIFICATION                  00208009

*OBJECTIVES     DEMONSTRATE HOW THE BIOLOGISTS HAS APPLIED THE CONCEPT   00209013
                OF THE CONSERVATION OF MATTER FROM CHEMISTRY TO THE TOTAL 00209014
                ENVIRONMENT.  PRESENT A PORTION OF THE FUNCTION OF THE   00209015
                BIOSPHERE.                                               00209016
*PREREQUISITE LECTURE ON LEVELS OF ORGANIZATION IN THE BIOSPHERE, AND   00209017
                THE CONCEPT OF THE CONSERVATION OF MATTER FROM CHEMISTRY. 00209018
*EXPERIENCE     LISTEN TO A LECTURE ON MINERAL CYCLING IN THE BIOSPHERE, 00209011
                PARTICULAR EMPHASIS UPON CARBON, NITROGEN AND WATER.     00209012
*SETTING        LARGE GROUP,  COLLEGE                                    00209010
*MATERIALS      NONE                                                     00209005
*LEVEL          ALL GRADES                                               00209008
*GENERAL        GENERALIST                                               00209007
*HOURS          30 MIN.                                                  00209006
*EVALUATION     ANSWER EXAM QUESTIONS CONCERNING THE NATURE OF CYCLES.   00209019
                EG, WHY DON≠T WE RUN OUT OF CARBON                       00209020
*FILE           MATTER CYCLING CONSERVATION                              00209009

*OBJECTIVES     PROVIDE A MODEL FOR THE FUNCTION OF THE BIOSPHERE.       00210015
                INDICATE THE INTERDEPENDENCE OF ALL LIVING ORGANIZMS.    00210016
                SHOW HOW THE CONCEPT OF THE CONSERVATION OF ENERGY FROM  00210017
                PHYSICS IS APPLIED TO THE BIOSPHERE, AND ITS DIFFERENCE  00210018
                FROM CYCLING                                             00210019
*PREREQUISITE A CONCEPT OF THE CONSERVATION OF ENERGY,  KNOWLEDGE OF    00210020
                CELL METABOLISM,  CONCEPT OF MINERAL CYCLING             00210021
*EXPERIENCE     LISTEN TO A LECTURE ON THE ENERGY TRANSFER IN THE        00210011
                BIOSPHERE,  SHOW HOW THE LINDEMAN MODEL CONFORMS TO AND  00210012
                EXTENDS THE CONCEPT OF THE CONSERVATION OF ENERGY FROM   00210013
                PHYSICS TO THE BIOSHPERE.                                00210014
*SETTING        LARGE GROUP,  COLLEGE                                    00210010
*MATERIALS      NONE                                                     00210005
*LEVEL          ALL GRADES                                               00210008
*GENERAL        GENERALIST                                               00210007
*HOURS          30 MIN                                                   00210006
*EVALUATION     CONTRAST THE ENERGY UTILIZATION WITH THE MINERAL CYCLING, 00210022
                GIVING SIMILARTITIES AND DIFFERENCES.                    00210023
*FILE           ENERGY  CONSERVATION  MODEL                              00210009

*OBJECTIVES     STUDENT SHOULD DISCOVER THE PRINCIPLE THAT THE SMALLER THE00211018
                INDIVIDUAL, THE GREATER THE NUMBER IN THE COMMUNITY, AND 00211019
                CREATE A ELTONIAN PYRAMID OF NUMBERS.                    00211020
*PREREQUISITE CONCEPT OF COMMUNITY.                                     00211021
*EXPERIENCE     THE STUDENT WILL LOOK AT SAMPLES FROM SEVERAL COMMUNITIES 00211013
                (HAY INFUSIONS, POND WATER, BERLESE SAMPLES ETC.) AND    00211014
                ANSWER THE QUESTION, HOW ARE SIZE OF INDIVIDUAL AND      00211015
                NUMBER PRESENT RELATED.  WE SHOULD ATTEMPT TO GRAPH THE      00211016
                RELATIVE NUMBERS PRESENT AS COMPARED TO SIZE.                00211017
*SETTING        INDEPENDENT,  COLLEGE                                        00211012
*MATERIALS      COMPOUND MICROSCOPE, DISSECTING BINOCULARS MICROSCOPES,      00211005
                HAY INFUSION AND OTHER SAMPLES OF COMMUNITIES, GLASSWARE     00211006
                (DROPPERS, SLIDES, COVERSLIPS ETC) MICROMETERS               00211007
*LEVEL          ALL GRADES                                                   00211010
*GENERAL        GENERALIST                                                   00211009
*HOURS          180 MIN                                                      00211008
*EVALUATION     PRODUCE AN ELTONIAN PYRAMID GRAPH.                           00211022
*FILE           COMMUNITY  OBSERVATION  ENVIRONMENT                          00211011
```

```
*OBJECTIVES     TO LEARN ABOUT A MATHEMATICAL SYSTEMS (GROUPS) WITHOUT       00105014
                NUMBERS,                                                     00105015
*PREREQUISITES MODULES 103, 1224, 1225, AND BASIC KNOW, OF GEO, PLANE        00105016
*EXPERIENCE     THE STUDENT LISTENS TO A LECTURE ON THE GROUP OF             00105011
                TRANSFORMATIONS OF A SQUARE.  A MULTIPLICATION TABLE IS      00105012
                CONSTRUCTED, AND THE GROUP AXIOMS ARE SHOWN TO HOLD.         00105013
*SETTING        LARGE GROUP,  COLLEGE                                        00105010
*MATERIALS      NONE                                                         00105005
*LEVEL          ALL GRADES                                                   0010500
*GENERAL        ALL CANDIDATES                                               0010500
*HOURS        . 1                                                            0010500
*EVALUATION     THE STUDENT CAN COMPUTE 8 OUT OF 10 PRODUCTS FROM THE        0010501
                TABLE,  HE CAN CONSTRUCT SIMILAR TABLES FOR AN ISOSCELES     0010501
                TRIANGLE, AN EQUILATERAL TRIANGLE AND A PENTAGON WITH        0010502
                80% ACCURACY.                                                0010502
*FILE           ALGEBRA  GROUPS  SQJARE                                      0010500
```

```
*OBJECTIVE      THE STUDENT SHOULD BE ABLE TO GIVE ALTERNATE EXPLANATIONS    00972 1
                FOR A GIVEN SET OF OBSERVATIONS AND SHOULD BE ABLE TO        00972 1
                STATE EVIDENCE FOR THE MODERN VIEW OF THE UNIVERSE           00972 1
*PREREQUISITE STAR LAB                                                       00972 1
*EXPERIENCE     LISTEN TO A LECTURE ON THE PTOLOMAIC SYSTEM AND              00972 1
                PARTICULARLY NOTE THAT ALL OF THE OBSERVATIONS MADE BY THE00972 1
                STUDENT CAN BE EXPLAINED JUST AS WELL BY THIS STATIONARY     00972 1
                -EARTH CENTERED SYSTEM.                                      00972 14
*SETTING         COLLEGE                                                     00972 10
*MATERIALS      DIAGRAMS OF THE RTOLOMIAC SYSTEM.                            00972  5
*LEVEL          ALL GRADES                                                   00972  8
*GENERAL        GENERALIST                                                   00972  7
*HOURS          20                                                           00972  6
*EVALUATION     STUDENT SHOULD BE ABLE TO ANSWER QUESTIONS ON THE            00972 19
                FUNCTIONS OF THE VARIOUS SPHERES AND EPICYCLES WHEN          00972 20
                PRESENTED WITH THE DIAGRAM OF THE PTOLOMAIC SYSTEM.          00972 21
*FILE           PTOLOMAIC SYSTEM EXPLANATION MODEL                           00972  9
```

```
*OBJECTIVES     THE STUDENT SHOULD BE ABLE TO PERFORM THE MATHEMATICAL       00966 14
                MANIPULATION OF PROPORTIONALITY.                             00966 15
*PREREQUISITE MATH COURSE WHICH INCLUDED PROPORTIONALITY OR A PROGRAM        00966 16
                EXPLAINING THE MATH CONCEPT.                                 00966 17
*EXPERIENCE     REVIEW THE CONCEPT OF PROPORTIONALITY FROM MATH,             00966 11
                CONCENTRATING UPON DIRECT AND INVERSE PROPORTIONS AND        00966 12
                RELATIONSHIPS,                                               00966 13
*SETTING        INDEPENDENT  COLLEGE                                         00966 10
*MATERIALS      NONE                                                         00966  5
*LEVEL          ALL GRADES                                                   00966  8
*GENERAL        GENERALIST                                                   00966  7
```

```
*HOURS          15                                                    00966  6
*EVALUATION     THE ABILITY TO DO PROPORTIONALITY PROBLEMS WITH A 60(     00966 18
                ACCURACY.                                             00966 19
*FILE           MATH  PROPORTIONS  RELATIONSHIPS                      00966  9
```

```
*OBJECTIVES     THE STUDENT SHOULD DISCOVER THAT BOYALES LAW IS A SPECIAL 00967 18
                CASE OF MATHAMATICAL PROPORTIONALITY APPLIED TO A PHYSICAL00967 19
                PHENOMENON. WE SHOULD BE ABLE TO USE IT TO PREDICT.   00967 20
*PREREQUISITE   PROPORTIONALITY MODULE                                00967 21
*EXPERIENCE     MEASURE, USING A BOYLES LAW APPARATUS, THE VARIABLES OF   00967 11
                THE VOLUME OF A GAS AGAINST THE PRESSURE APPLIED TO IT AND00967 12
                THE TEMPERATURE AT WHICH IT IS MAINTAINED.  PLOT THE  00967 13
                VARIOUS VALUES UPON A GRAPH AND DETERMINE THE MATH    00967 14
                RELATIONSHIP.  USING THE EQUATION DERIVED FROM THE DATA,  00967 15
                PREDICT A NEW SET OF VALUES FOR VOLUME, TEMP, AND     00967 16
                PRESSURE, THEN CHECK IT ON THE APPARATUS.             00967 17
*SETTING        SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                  00967 10
*MATERIALS      BOYLES LAW APPARATUS                                  00967  5
*LEVEL          BLANK                                                 00967  8
*GENERAL        GENERALIST                                            00967  7
*HOURS          70                                                    00967  6
*EVALUATION     DERIVE THE SPECIFIC VALUES FOR HIS APPARATUS, PARTICULARLY00967 22
                THE CONSTANT, AND PERFORM THE MATH MANIPULATION WHICH 00967 23
                PREDICTS THE NEW PRESSURE, VOL. TEMP. VALUES.         00967 24
*FILE           BOYLES LAW  PROPORTION  GAS LAW                       00967  9
```

```
*OBJECTIVES     THE STUDENT WILL USE THE CONCEPT OF PROBABILITY TO PREDICT00970 15
                THE RATIOS OF HEADS AND TAILS IN TOSSING PENNIES.     00970 16
*PREREQUISITE   A MATH COURSE DEALING WITH PROBABILITY OR A PROGRAM   00970 17
                OUTLINING THE PROCESS.                                00970 18
*EXPERIENCE     REVIEW THE CONCEPT OF PROBABILITY FROM MATHAMETICS.  FLIP 00970 11
                PENNIES, SINGLY IN PAIRS, AND FOURS, PREDICTING AND   00970 12
                RECORDING THE RESULTS.  NOTE THE VARIATION FROM THE   00970 13
                PREDICTED.                                            00970 14
*SETTING        SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                  00970 10
*MATERIALS      PENNIES                                               00970  5
*LEVEL          BLANK                                                 00970  8
*GENERAL        GENERALIST                                            00970  7
*HOURS          30                                                    00970  6
*EVALUATION     THE ABILITY OF THE STUDENT TO PREDICT THE PENNY RATIOS    00970 19
                ACCURATELY.                                           00970 20
*FILE           PROBABILITY  CHANCE  FLIPPING                         00970  9
```

```
*OBJECTIVES     THE STUDENT WILL EXTEND HIS CONCEPT OF MECHANISM TO HIS   00969 16
                DAILY EXISTENCE, WHERE HE WILL BE ABLE TO RECOGNIZE IT AND00969 17
                EMPLOY IT WHERE USEFUL.                               00969 18
*PREREQUISITE   BOYLES LAW, PROBABILITY IN BREEDING, AND MECHANISM    00969 19
                LECTURE MODULES.                                      00969 20
*EXPERIENCE     DISCUSS WITH THE PROF AND FELLOW CLASSMATES, THE NATURE OF00969 11
                A SCIENTIFIC LAW AND HOW IT CONTRIBUTES TO THE CONCEPT OF 00969 12
                MECHANISM.  GIVE EXAMPLES OF MECHANISTIC THINKING FROM HIS00969 13
                OWN EXPERIENCES OR EXAMPLES OF THE MECHANISTIC APPROACH   00969 14
                USE BY OTHERS IN THEIR EVERYDAY LIVING.               00969 15
*SETTING        SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                  00969 10
*MATERIALS      NONE                                                  00969  5
*LEVEL          ALL GRADES                                            00969  8
*GENERAL        GENERALIST                                            00969  7
*HOURS          40                                                    00969  6
```

```
*EVALUATION    THE PARTICIPATION IN THE DISCUSSION CONTRIBUTING COMMENTS 00969 21
               AND EXAMPLES IN RESPONSE TO THE PROF. OR TO HIS FELLOW    00969 22
               CLASSMATES.                                               00969 23
*FILE          MECHANISM  LAW  DISCUSSION                                00969  9
```

```
*OBJECTIVES    USE A SIMPLE PRINCIPLE TO EXPLAIN A LOT OF UNRELATED      00971 16
               SITUATIONS. APPLY THE SUPERPOSITION PRINCIPLES TO THE     00971 17
               EARTH TO ACQUIRE THE CONCEPT OF THE EARTH DEVELOPING      00971 18
               THROUGH TIME.                                             00971 19
*PREREQUISITE  THE PRECEDING MODULE ON THE MEMORIZING OF THE             00971 20
               SUPERPOSITION PRINCIPLES                                  00971 21
*EXPERIENCE    APPLY THE TWO PRINCIPLES FROM THE PRECEEDING MODULE TO    00971 11
               PILES OF OBJECTS +STACKS OF BOOKS+ PHOTOS OF ROCKS,       00971 12
               INTURSIONS AND FAULTS ETC.+ INDICATING EACH TIME WHICH IS 00971 13
               THE OLDEST OF FIRST DEPOSITED, WHICH IS THE YOUNGEST, OR  00971 14
               WHICH CAME LATER.                                         00971 15
*SETTING       SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                      00971 10
*MATERIALS     A NUMBER OF OBJECTS WHICH REFLECT SEQUENTIAL FORMATION.   00971  5
               INCLUDING COLOR SLIDES OF GEOLOGICAL FORMATIONS.          00971
*LEVEL         ALL GRADES                                                00971  8
*GENERAL       GENERALIST                                                00971  7
*HOURS         70                                                        00971  6
*EVALUATION    IDENTIFYING THE PROPER RELATIVE AGE OF THE OBJECTS        00971 22
               INDICATED IN THE EXCERISE 90 OF THE TIME.                 00971023
*FILE          SUPERPOSITION  GEOLOGY  ANALYSIS                          00971  9
```

```
*OBJECTIVES    MAKE ACCURATE OBSERVATIONS ON THE PRIMARY SEX ORGANS OF   00991 14
               THE ANIMALS OBSERVED.                                     00991 15
*PREREQUISITE  NONE                                                      00991 16
*EXPERIENCE    STUDY THE PRIMARY SEX ORGANS OF A FROG, CAT, MOKEY, AND   00991 11
               MAN.  NOTE THAT ALL THE ORGANS ARE BASICALLY SIMILAR,     00991 12
               DIFFERING MOSTLY IN THE SHAPE OF THE EXTERNAL GENETALIA.  00991 13
*SETTING       SMALL GROUP +1-12 STUDENTS+  COLLEGE                      00991 10
*MATERIALS     FROGS, CATS, MONKIES AND MEN, EITHER PRESERVED OR MODELS  00991  5
               AND CHARTS                                                00991
*LEVEL         ALL GRADES                                                00991  8
*GENERAL       GENERALIST                                                00991  7
*HOURS         80                                                        00991  6
*EVALUATION    COMPLETE A SET OF SKETCHES WITH LABELS OF THE PARTS.      00991 17
*FILE          SEX  ORGANS  MAMMALS                                      00991  9

*OBJECTIVES    GAIN AN ACCURATE DESCRIPTION OF THE FUNCTIONING OF THE SEX00990 16
               SYSTEMS,                                                  00990 17
*PREREQUISITE  MODULE ON ANATOMY OF PRIMARY SEX ORGANS,                  00990 18
*EXPERIENCE    LISTEN TO A LECTURE ON THE FUNCTION OF THE HUMAN SEXUAL   00990 11
               NOTE THAT THE FUNCTION IS ESSENTIALLY THE SAME IN ALL     00990 12
               VERTEBRATES,  MARK THE DIFFERENCES IN THE HUMAN MENSTRAL  00990 13
               CYCLE FROM THE NON-HUMAN OESTEROUS CYCLE.  ALSO NOTE THE  00990 14
               EXISTENCE OF SECONDARY SEX CHARACTERS IN THE HUMAN.       00990 15
*SETTING       LARGE GROUP  COLLEGE                                      00990 10
*MATERIALS     CHARTS, SLIDES AND SOME SINGLE CONCEPT FILMS.             00990  5
*LEVEL         ALL GRADES                                                00990  8
*GENERAL       GENERALIST                                                00990  7
*HOURS         50                                                        00990  6
*EVALUATION    ABILITY TO GIVE THE FUNCTION OF ANY PRIMARY SEX ORGAN     00990 19
               NAMED,  NAME THE HORMONES ≥MATCH+ ASSOCIATED WITH VARIOUS 00990 20
               SEX ORGANS.                                               00990 21
*FILE          SEX  MENSURATION  HORMONES                                00990  9
```

```
*OBJECTIVES    THE STUDENT SHOULD BE ABLE TO GENERAL GIVE A OUTLINE OF    00989 17
               THE SCIENTISTS VIEW OF POPULATIONS AND DISCUSS ITS         00989 18
               FOUNDATIONS,                                               00989 19
*PREREQUISITE REPRODUCTION MODULES, SCHEME OF SCIENTIFIC KNOWLEDGE        00989 20
               MODULE,                                                    00989 21
*EXPERIENCE    LISTEN TO A LECTURE ON POPULATIONS AND THEIR CONTROL,      00989 11
               NOTE THAT BIRTH RATE AND DEATH RATE OPPOSE ONE ANOTHER,    00989 12
               AND THAT POPULATION CONTROL RESULTS FROM A BALANCE OF      00989 13
               THESE TWO OPPOSING RATES.  HE SHOULD NOTE ESPECIALLY THE   00989 14
               ASSUMPTIONS MADE IN THIS SCHEME, AS WELL AS, THE USE OF    00989 15
               MATHEMATICS IN DESCRIBING POPULATION PHENOMONA.            00989 16
*SETTING       LARGE GROUP  COLLEGE                                       00989 10
*MATERIALS     CHARTS ILLUSTRATING SEVERAL POPULATION STRUCTURES AND      00989  5
               THE GROWTH CURVE.                                          00989
*LEVEL         ALL GRADES                                                 00989  8
*GENERAL       GENERALIST                                                 00989  7
*HOURS         50                                                         00989  6
*EVALUATION    GIVEN A SERIES OF CURVES, THE STUDENT SHOULD BE ABLE TO    00989 22
               TELL WHEATHER THE BIRTH RATE AND DEATH ARE IN BALANCE OR   00989 23
               OUT OF BALANCE, AND IF OUT OF BALANCE, IN WHICH DIRECTION.00989 24
               90( OF THE TIME.  HE SHOULD BE ABLE TO RECALL THE          00989 25
               ASSUMPTIONS USED TO FORM THE POPULATION SCHEME.            00989 26
*FILE          POPULATION  BIRTH RATE  DEMOGRAPHY                         00989  9
```

```
*PREREQUISITESTHE LECTURE ON POPULATIONS                                  00988 17
*EXPERIENCE    LISTEN TO A LECTURE ON EVOLUTION AND NOTE THE ASSUMPTIONS 00988 11
               UPON WHICH IT IS BASED, AND THE MECHANISM PROPOSED BY      00988 12
               DARWIN TO MAKE II FUNCTION .                               00988 13
*OBJECTIVE     ACQUIRE A CONCISE DESCRIPTION OF THE CONCEPTS OF EVOLUTION00988 14
               AND NATURAL SELECTION, THE STUDENT SHOULD BE ABLE TO       00988 15
               DISTINQUISH BETWEEN THE TWO, AND KNOW THEIR INTERACTION.   00988 16
*SETTING       LARGE GROUP                                                00988 10
*MATERIALS     NONE                                                       00988  5
*LEVEL         ALL GRADES                                                 00988  8
*GENERAL       GENERALIST                                                 00988  7
*HOURS         5g MIN                                                     00988  6
*EVALUATION    THE STUDENT SHOULD BE ABLE TO CHARACTERISE THE TWO         00988 18
               CONCEPTS ≥EVOLUTION, AND NATURAL SELECTION, IN HIS OWN     00988 19
               WORDS,                                                     00988 20
*FILE          EVOLUTION SELECTION DARWIN                                 00988  9
```

```
*OBEECTIVES    READ AND OUTLINE THE SCIENTISTS STORY CONCERING HUMAN      00987 15
               BEGINNINGS,                                                00987 16
*PREREQUISTE   EVOLUTION MODULE, SCHEME OF SCIENTIFIC MODULE              00987 17
*EXPERIENCE    READ THE CHAPTER ON [ORIGINS[ FROM THE NAKED APE.  ANALYSE00987 11
               THE CHAPTER FOR ITS ORGANIZATION, NOTING THE ASSUMPTION,   00987 12
               FACTS AND GENERALIZATIONS, OUTLINE THE MAJOR FEATURES FOR  00987 13
               THE STORY,                                                 00987 14
*SETTING       INDEPENDENT - COLLEGE                                      00987 10
*MATERIALS     THE NAKED APE, D. MORRIS                                   00987  5
*LEVEL         ALL GRADES                                                 00987  8
*GENERAL       GENERALIST                                                 00987  7
*HOURS         60 MIN                                                     00987  6
*EVALUATION    COMPLETED OUTLINE OF THE CHAPTER.                          00987 18
*FILE          APE ANALYSE EVOLUTION                                      00987  9
```

```
*OBJECTIVES    DISCOVER THE CONCEPT OF GENETICS AS A NECESSARY           00986 17
               REQUIREMENT IN THE EVOLUTION SCHEME,  NOTE THAT THE SCHEME00986 18
               IS BASED UPON CONCEPTS FROM SEX, POPULATION REGULATION,   00986 19
               AND CHANGE.                                               00986 20
*PREREQUISITE SEX, GENETICS, POPULATION REGULATION, AND EVOLUTION        00986 21
               MODULES,                                                  00986 22
*EXPERIENCE    DISCOVER THROUGH DISCUSSION WITH FELLOW STUDENTS AND THE  00986 11
               PROF. WHAT IS THE RELATIONSHIP BETWEEN THE SEXUAL         00986 12
               FUNCTIONING OF THE INDIVIDUAL AND ITS EFFECT UPON         00986 13
EVOLUTION,  ANSWER SUCH QUESTION AS: HOW DOES AN EFFECT CAUSED IN THE    00986 14
               POPULATION OF ONE GENERATION TRANSFER TO A SUBSEQUENT     00986 15
               GENERATION^                                               00986 16
*SETTING       SMALL GROUP ≥1-12 STUDENTS†  COLLEGE                      00986 10
*MATERIALS     NONE                                                      00986  5
*LEVEL         ALL GRADES                                                00986  8
*GENERAL       GENERALIST                                                00986  7
*HOURS         50                                                        00986  6
*EVALUATION    PARTICIPATION IN THE DISCUSSION, PROVIDING ANSWERS AND    00986 23
               RAISING NEW QUESTIONS,                                    00986 24
*FILE          DISCOVERY  SEX  POPULATION                                00986  9
```

```
*OBJECTIVES    DISCOVER THAT GENE FREQUENCIES DON≤T CHANGE FROM          00985 14
               GENERATION TO GENERATION.                                 00985 15
PREREQUISITE   POPULATION MODULES.                                       00985 16
*EXPERIENCE    USING COLORED POP BEADS, MIX TWO [GENE[ POPULATIONS, CARRY00985 11
               ON RANDOM RECOMBINATION AND DISCOVER THE HARDY-WEINBERG   00985 12
               PRINCIPLE.                                                00985 13
*SETTING       SMALL GROUP ≥1-12 STUDENTS†  COLLEGE                      00985 10
*MATERIALS     POP BEADS OF DIFFERENT COLORS, CLOTH BAGS, METAL TRAYS FOR00985  5
               MIXING.                                                   00985
*LEVEL         ALL GRADES                                                00985  8
*GENERAL       GENERALIST                                                00985  7
*HOURS         30                                                        00985  6
*EVALUATION    A TABLE OF NUMBERS OF GENE COMBINATIONS WHICH STAY STABLE.00985 17
               A WRITEN STATEMENT AT THE BOTTOM OF THE TABLE MAKING THIS 00985 18
               OBSERVATION.                                              00985 19
*FILE          HARDY-WEINBERG  GENES  GENE POOL                          00985  9
```

```
*OBJECTIVES    OBSERVE, USING A MODEL, THE EFFECT OF ON THE GENE ≥BEAD†  00984 18
               FREQUENCIES.                                              00984 19
*PREREQUISITE HARDY-WEINBERG MODULE.                                     00984 20
*EXPERIENCE    USING COLORED POP BEADS, CONDUCT THE OPERATIONS AS IN THE 00984 11
               PREVIOUS OPERATION, EXCEPT SELECT OUT CERTAIN             00984 12
               COMBINATIONS, IE ALL THOSE PAIRS OF THE RED BEADS.  NOTE  00984 13
               THE RESULT IN THE [BEAD FREQUENCIES[ OVER FIVE            00984 14
               GENERATIONS.  PREDICT THE RESULT IN TEN GENERATIONS. CARRY00984 15
               ON THE PROCESS FOR ANOTHER FIVE GENERATIONS AND MATCH     00984 16
               YOUR RESULTS WITH PREDICTION.                             00984 17
*SETTUNG       SMALL GROUP ≥1-12 STUDENTS†  COLLEGE                      00984 10
*MATERIALS     POP BEADS, BAGS, METAL TRAYS.                             00984  5
*LEVEL         ALL GRADES                                                00984  8
*GENERAL       GENERALIST                                                00984  7
*HOURS         40                                                        00984  6
*EVAULUATION   COMPLETE A TABLE OF FREQUENCIES UNDER SELECTIVE FORCE.  A 00984 21
               WRITTEN STATEMENT ABOUT HIS OBSERVATIONS ON THE GENE      00984 22
               FREQUENCIES,                                              00984 23
*FILE          SELECTION  POPULATION  GENE FREQUENCIE                    00984  9
```

```
*OBJECTIVES    DISCOVER THE S. WRIGHT EFFECT.                              00983 22
*PREREQUISITE SELECTION AND HARDY-WEINBERG MODULES.                        00983 23
*EXPERIENCE    USING THE COLOR POP BEADS AS IN THE PREVIOUS MODULES,       00983 11
               BUILD LARGE POPULATIONS FROM RANDOM RECOMBINATION OF POP-   00983 12
               GEMS, THEN PLACE THEM IN A BAG AND REDUCE THE POPULATION    00983 13
               TO 6 INDIVIDUALS BY RANDOM DRAW.  RECORD THE RESULTS AND    00983 14
               THEN REPEAT THE WHOLE CYCLE A NUMBER OF TIMES ≥10+.  AS     00983 15
               SOON AS THE POPULATION BECOMES FIXED, REPEAT THE PROCESS,   00983 16
               STARTING WITH EHE ORIGINAL POP-GENE FREQUENCIES.  NOTE      00983 17
               THAT THE RESULTS VARY FROM TRIAL TO TRIAL.  COMPARE YOUR    00983 18
               RESULTS WITH THOSE OF OTHER GROUPS.  STATE A                00983 19
               GENERALIZATION BETWEEN POPULATION SIZE AND GENE POOL        00983 20
               STABILITY,                                                  00983 21
*SETTING       SMALL GROUP ≥1-12 STUDENTS+  COLLEGE                        00983 10
*MATERIALS     POP BEADS, BAG, METAL TRAYS,                                00983  5
*LEVEL         ALL GRADES                                                  00983  8
*GENERAL       GENERALIST                                                  00983  7
*HOURS         60                                                          00983  6
*EVALUATION    TABLE OF DATA UPON THE OBSERVATIONS MADE AND A GENERALIZED00983 24
               STATEMENT OF THE PRINCIPLE.                                 00983 25
*FILE          DRIFT  S WRIGHT EFFECT  FREQUENCY                           00983  9
```

```
*OBJECTIVE     THE STUDENT SHOULD BE ABLE TO DISCUSS THE RELATIONSHIPS     00982 15
               BETWEEN THE VARIOUS MODELS EFFECTING POPULATIONS AND GENE  00982 16
               FREQUENCIES,                                                00982 17
*PREREQUISITE NATURAL SELECTION AND OTHER POP-GENE MODULES, PLUS THE       00982 18
               LECTURE ON EVOLUTION, AND THE SCHEME OF SCIENTIFIC          00982 19
               KNOWLEDGE,                                                  00982 20
*EXPERIENCE    DISCUSS WITH CLASSMATES AND THE PROF. THE CONNECTION        00982 11
               BETWEEN THE HARDY-WEINBERG, SELECTION, AND S. WRIGHT        00982 12
               ACTIVITIES WITH RELATION TO EVOLUTION AND NATURAL           00982 13
               SELECTION,                                                  00982 14
*SETTING       SMALL GROUP≥1-12 STUDENTS+ - COLLEGE                        00982 10
*MATERIALS     NONE                                                        00982  5
*LEVEL         ALL GRADES                                                  00982  8
*GENERAL       GENERALIST                                                  00982  7
*HOURS         40 MIN                                                      00982  6
*EVALUATION    PARTICIPATION IN THE DISCUSSION, PROVIDING EXAMPLES AND     00982 21
               RAISING QUESTIONS,                                          00982 22
*FILE          ANALYSIS POPULATION GENE FREQUENCY                          00982  9
```

```
*OBJECTIVE     THE STUDENT WILL OBSERVE, THE EFFECTS OF SEVERAL            00981 16
               POLLUTANTS ≥ABOVE+ UPON LIVING ORGANISMS.                   00981 17
*PREREQUISITESPOPULATION MODULES.                                          00981 18
*EXPERIENCE    RECORD THE RESPONSE OF THE DIFFERENT POPULATIONS IN DROPS  00981 12
               OF POND WATER, OR HAY INFUSION TO DIFFERING CONCENTRATIONS00981 13
               OF DETERGENTS, GASES ≥CO2, CO ETC.+ OILS AND OTHER          00981 14
               PULUTANTS,                                                  00981 15
*SETTING       INDEPENDENT - COLLEGE                                       00981 10
*MATERIALS     MICROSCOPES, SLIDES, COVER SLIPS, DETERGENT, INSECTICIDES,00981  5
               CO2 CYLLINDERS, ETC,                                        00981
*LEVEL         ALL GRADES                                                  00981  8
*GENERAL       GENERALIST                                                  00981  7
*HOURS         110 MIN                                                     00981  6
*EVALUATION    A SHEET OF RECORDED OBSERVATION ON THE RESPONSE OF THE      00981 19
               VARIOUS POPULATIONS TO THE VARIOUS POLLUTNATS.              00981 20
*FILE          POLLUTION STRESS CONTAMINATION                              00981 19
```

```
*OBJECTIVE     ACQUIRE A BIOLOGICAL EXPLANATION OF HUMAN LEARNING           00980 14
               BEHAVIOR.                                                    00980 15
*PREREQUISITE SCHEME OF SCIENTIFIC KNOWLEDGE, EVOLUTION MODULES.            00980 16
*EXPERIENCE    READ THE CHAPTER ON EXPLORATION IN THE NAKED APE.  NOTE      00980 11
               THOSE POINTS WHICH ARE OF PARTICULAR INTEREST TO A TEACHER00980 12
               -PUPIL RELATIONSHIP.                                         00980 13
*SETTING       INDEPENDENT - COLLEGE                                        00980 10
*MATERIALS     THE NAKED APE D. MORRIS                                      00980  5
*LEVEL         ALL GRADES                                                   00980  8
*GENERAL       GENERALIST                                                   00980  7
*HOURS         30 MIN                                                       00980  6
*EVALUATION    AN OUTLINE OF THE FIVE EXPLORATORY BEHAVIOURS FOUND IN       00980 17
               PRIMATES.                                                    00980 18
*FILE          EXPLORATION HUMAN LEARNING BIOLOGY                           00980  9
```

```
*OBJECTIVES    EXAMINE A BIOLOGISTS POINT OF VIEW ON THE EVOLUTIONARY       00979 15
               SIGNIFICANCE OF VARIOUS KINDS OF CONSERVATION.               00979 16
*PREREQUISITE EXPLORATION MODULE                                            00979 17
*EXPERIENCE    READ AND OUTLINE THE CHAPTER ON [COMFORT[ IN THE NAKED       00979 11
               APE.  NOTE PARTICULARLY, THE VARIOUS KINDS OF TALKING THAT00979 12
               HUMANS DO.  CONSIDER FOR CLASS DISCUSSION, HOW THESE         00979 13
               VERBAL BEHAVIORS EFFECT THE TEACHER-PUBIL RELATIONSHIP.      00979 14
*SETTING       INDEPENDENT  COLLEGE                                         00979 10
*MATERIALS     THE NAKED APE D. MORRIS                                      00979  5
*LEVEL         ALL GRADES                                                   00979  8
*GENERAL       GENERALIST                                                   00979  7
*HOURS         30                                                           00979  6
*EVALUATION    OUTLINE OF THE MAJOR POINTS IN THE CHAPT.                    00979 18
*FILE          CUMUNICATION  COMFORT  LEARNING                              00979  9
```

```
*OBJECTIVE     THE STUDENT SHOULD APPLY THE MORRIS POINT OF VIEW TO HIS     00975 17
               DAILY LIFE AND HIS PROFESSED DESIRE TO BECOME A TEACHER.     00975 18
*PREREQUISITE$EXPLORATION AND COMFORT MODULES.                              00975 19
*EXPERIENCE    DISCUSS WITH FELLOW CLASSMATES AND THE PROF. THE             00975 11
               IMPLICATIONS OF THE MORRIS CHAPTERS ON EXPLORATION AND       00975 12
               COMFORT UPON THE TEACHER - PUPIL RELATIONSHIP. ANALYSE THE00975 13
               ASSUMPTIONS NECESSARY FOR MORRIS TO MAKE THE STATEMENTS      00975 14
               IN THE CHAPTERS. DISCUSS HOW UNDERSTANDING MORRISS POINT     00975 15
               OF VIEW CAN HELP YOU IN YOUR DAILY DECISIONS AND CONTACTS.00975 16
*SETTING       SMALL GROUP 21-12 STUDENTS* - COLLEGE                        00975 10
*MATERIALS     NONE                                                         00975  5
*LEVEL         ALL GRADES                                                   00975  8
*GENERAL       GENERALIST                                                   00975  7
*HOURS         50 MIN                                                       00975  6
*EVALUATION    PARTICIPATION IN THE DISCUSSION, PROVIDING EXAMPLES AND      00975 20
               QUESTIONS.                                                   00975 21
*FILE          DISCUSSION NAKED APE LEARNING                                00975  9
```

```
*OBJECTIVES    OBTAIN OTHER THAN THE SCIENTIFIC POINT OF VIEW ON THE        00973 15
               PROBLEM OF POPULATION CONTROL IN ORDER TO BE ABLE TO         00973 16
               DISCUSS INTELLIGENTLY ALL SIDES OF THE ISSUE, AS WELL AS     00973 17
               INSTRUCT HIS CLASSMATES IN THE POINT OF VIEW HE LOCATED.     00973 18
*PREREQUISITE$EVOLUTION AND POPULATION MODULES.                             00973 19
$EXPERIENCE    LOCATE AN ARTICLE OR STATEMENT BY ANY PROFESSIONAL OTHER     00973 11
               THAN A SCIENTIST 2PHILOSOPHER, ARTIST, POLITICIAN, CLARIC*00973 12
               ON THE TOPIC OF POPULATION CONTROL. OUTLINE HIS POINTS IN    00973 13
               PREPARATION FOR A DISCUSSION ON THE SUBJECT.                 00973 14
*SETTING       INDEPENDENT - COLLEGE                                        00973 10
```

```
*MATERIALS     NONE                                                   00973  5
*LEVEL         ALL GRADES                                             00973  8
*GENERAL       GENERALIST                                             00973  7
*HOURS         60 MIN                                                 00973  6
*EVALUATION    THE PARTICIPATION IN THE DISCUSSION, OR, THE SUBMISSION OF00973 20
               A COPY OF HIS OUTLINE.                                 00973 21
*FILE          CONTROL LIB, RESEARCH INFORMATION                      00973  9
```

```
*OBJECTIVE     ACQUIRE THE SCIENTIFIC POINT OF VIEW ON THE RROBLEM OF      00974 16
               HUMAN POPULATION CONTROL. EXPERIENCE THE PREPARATION        00974 17
               NECESSARY TO GIVE A COHERENT PRESENTATION TO ONES PEERS.    00974 18
*PREREQUISITESEVOLUTION AND POPULATION MODULES.                            00974 19
$EXPERIENCE    ORGANIZE WITH THREE OR FOUR FELLOW CLASSMATES, THE          00974 11
               SCIENTISTS POINT OF VIEW ON HUMAN POPULATION CONTROL. TAKE00974 12
               ONE PHASE OF THE TOPIC AND LOCATE TWO OR THREE MAJOR        00974 13
               ARTICLES, ABSTRACTING AND SUMMARIZING THEIR CONTENTS INTO 00974 14
               A FIVE MINUTE PRESENTATION.                                 00974 15
*SETTING       SMALL GROUP≥1-12 STUDENTS,                                  00974 10
*MATERIALS     LIBRARY                                                     00974  5
*LEVEL         ALL GRADES                                                  00974  8
*GENERAL       GENERALIST                                                  00974  7
*HOURS         80 - 120 MIN.                                               00974  6
*EVALUATION    A SET OF NOTES NECESSARY FOR THE PRESENTATION.              00974 20
*FILE          CONTROL LIB. RESEARCH INFORMATION                           00974  9
```

```
*OBJECTIVES    BECOME AWARE OF THE DIVERSITY OF OPINIONS ON AND THE        00978 21
               COMPLICATED NATURE OF THE POPULATION PROBLEM.  DISCUSS THE00978 22
               URGENCY ON ONE HAND, AND THE DIFFICULTIES IN IMPOSING A     00978 23
               STRICTLY SCIENTIFIC SOLUTION ON THE OTHER.                  00978 24
*PREREQUISITE EITHER ONE OF THE LIBRARY RESEARCH MODULES ON POPULATION    00978 25
               CONTROL.                                                    00978 26
*EXPERIENCE    ENGAGE IN A PRESENTATION - DISCUSSION ON THE TOPIC OF       00978 11
               HUMAN POPULATION CONTROL.  ATTEMPT TO RESPOND TO THE        0097812
               PROBLEM USING THE KNOWLEDGE YOU HAVE GAINED IN YOUR         00978 13
               LIBRARY RESEARCH AS WELL AS YOUR OWN OPINIONS.  MAKE SURE 00978 14
               YOU CLEARLY INDICATE WHICH TYPE OF STATEMENT YOU ARE        00978 15
               MAKING.  CHALLENGE THE STATEMENTS MADE BY YOUR FELLOW       00978 16
               CLASSMATES WHEN THEY ARE NOT CLEAR AS TO THE NATURE OF      00978 17
               THEIR STATEMENTS.  ATTEMPT TO OBTAIN SOME COMMON AGGREMENT00978 18
               AS TO ≥1, THE NATURE OF THE PROBLEM, AND ≥2, A SOLUTION     00978 19
               ACCEPTABLE TO THE MAJORITY.                                 00978 20
*SETTING       SMALL GROUP ≥1-12 STUDENTS,  COLLEGE                        00978 10
*MATERIALS     NONE                                                        00978  5
*LEVEL         ALL GRADES                                                  00978  8
*GENERAL       GENERALIST                                                  00978  7
*HOURS         50                                                          00978  6
*EVALUATION    PARTICIPATION IN THE DISCUSSION OFFERING COMMENTS, POINTS 00978 27
               OF VIEW, CHALLENGING STATEMENTS, AND RISING QUESTIONS.      00978028
*FILE          DISCUSSION  EXCHANGE  INFORMATION                           00978  9
```

GENERAL-LIBERAL EDUCATION

MATHEMATICS EXPERIENCES

The addition of a liberal education course in mathematics represents a departure from the previous curriculum at this University. While not a new idea, it is important to recognize that in this instance the inclusion arises from the close working relationships established during the project among the scientists, mathematicians, and educators. The role of mathematics in a modern society is quite significant in that the study of patterns provides useful preparation for many socially based problems. In addition, the recent developments in machine calculation have influenced the vary way in which citizens deal with one another and with other groups of individuals in commerce and government.

These freshman level experiences in mathematics are designed to provide the prospective elementary teacher with a view of the historical development of mathematics as well as its place in our technological culture. Emphasis is placed on mathematics as the mathematician views the field and the part mathematics plays in the solution of problems in the physical and social sciences.

Though established as a lecture component the meaning of this term requires careful delineation when applied to mathematics. Far more then mere passive aural reception is required of the student. He is expected to engage actively in the mental processes developed and illustrated by the instructor; to challenge, question, and examine the propositions offered; and to engage in a continuous dialogue with the subject.

Mathematics is designed for scheduled sessions three times a week and in unscheduled "work" sessions as needed by class members. Much of the learning is expected to take place in the classroom; however the reinforcement of a new idea must necessarily come through independent study. The student is provided with a variety of examples which, though subtly different, basically involve the idea under investigation at each session.

OUTLINE OF TOPICS

MATHEMATICS

1. Introduction to logic and definition of terms.
2. Compound statements, tautology and derived implications.
3. Laws of substitution and modus ponens, direct and indirect proof.
4. Properties of integers. Divisibility (f a/b & a/c, then i, $a/b + c$; ii. $a/b - c$; iii $a/b -c$)
5. Division algorithm, squares, divisibility (If a/b, a/c, then $a/b\ x + cy$).
6. Rules of Divisibility by 2,3,4,5,7,9,10
7. Primes, Sieve of Eratosthenes, Infinitude of primes, Fundamental Theorum of Arithmetic.
8. G.C.D., Euclid's Algorithm, Some unsolved problems.
9. Addition and multiplication properties of finite number systems, Introduction to congruence.
10. Definition and properties of congruence, Residue classes.
11. Solution of congruences, Linear congruences, Divisibility and congruences.
12. Pythagorean theorem.
13. Pythagorean triples, primitive Pythagorean triangles.
14. Problem solving for Pythagorean triangles, Square roots.
15. Abstract mathematics systems, Fields.

16. Some field theorems, Groups.

17. Groups of symmetries of a square.

18. Some group theorems, Permutation groups.

19. Probability, Experiments with dice.

20. Mutually exclusive events, Probability of independent events.

21. Various averages--mean, median, mode, standard deviation.

22. Finite geometries, six point geometry, A model.

23. Some theorems of six point geometry.

24. Independence and completeness, seven point geometry.

25. Matrices, history and definitions, Additive properties.

26. Multiplication of matrices, Associativity, 2 x 2 inverses.

27. History of computers, Components, Speed, Binary system.

28. Octal system, Conversion from binary to octal, Octal system and computers, Base system and computers.

29. Introduction to FORTRAN, Definitions of constants, variables, etc., Arithmetic operations.

30. Integer arithmetic, truncation, Transfer statements - "To To" and "If".

31. Program writing. Dimension statement and subscripts, Do loops.

```
*OBJECTIVES     TO BECOME FAMILIAR WITH THE VOCALULARY AND FUNDAMENTAL       01199 17
                COMPONENTS OF A LOGICAL SYSTEM.                              01199 18
*PREREQUISTIE NONE                                                           01199 19
*EXPERIENCE     THE STUDENT ATTENDS A LECTURE ON LOGIE.  INDUCTIVE AND       01199 11
                DEDUCTIVE REASONING, ARGUMENTS, UNDEFINED TERMS,             01199 12
                STATEMENTS, THEORENS AND PROOFS ARE DISCUSSED.  AXIONS,      01199 13
                VALID ARGUMENTS DEDUCED FROM THEM ≥PROOFS+ AND THE           01199 14
                CONCLUSIONS OF THESE ARGUMENTS ≥THEOREMS+ ARE SHOWN TO BE 01199 15
                THE FUNDAMENTAL COMPONENTS OF A LOGICAL SYSTEM.              01199 16
*SETTING        LARGE GROUP  COLLEGE                                         01199 10
*MATERIALS      NONE                                                         01199  5
*LEVEL          ALL GRADES                                                   01199  8
*GENERAL        ALL CANDIDATES                                               01199  7
*HOURS          3/4                                                          01199  6
*EVALUATION     THE STUDENT CAN DISTINGUISH, WITH 80( ACCURACY BETWEEN       01199 20
                INDUCTIVE AND DEDUCTIVE REASONING FROM A LIST ILLUSTRATRY 01199 21
BOTH.  HE CAN EXPLAIN THE NEED FOR UNDEFINED TERMS AND RECOGNIZE             01199 22
                STATEMENTS FROM A LIST OF SENTENCES,  HE CAN EXPLAIN WHAT 01199 23
                AN ARGUMENT IS.                                              01199 24
*FILE           LOGIE  ARGUMENTS  REASONING                                  01199  9
```

```
*OBJECTIVES     TO LEARN HOW TO USE VENN DIAGRAMS TO TEST THE VALIDITY OF 01200 13
                SYLLOGISTIC TYPE ARGUMENTS.                                  01200 14
*PREREQUISITE 1199                                                           01200 15
*EXPERIENCE     THE STUDENT ATTENDS A LECTURE IN WHICH VENN DIAGRAMS ARE     01200 11
                USED TO TEST THE VALIDITY OF SYLLOGISTIC TYPE ARGUMENTS.     01200 12
*SETTING        LARGE GROUP  COLLEGE                                         01200 10
*MATERIALS      NONE                                                         01200  5
*LEVEL          ALL GRADES                                                   01200  8
*GENERAL        ALL CANDIDATES                                               01200  7
*HOURS          1/4                                                          01200  6
*EVALUATION     THE STUDENT CAN CORRECTLY USE VENN DIAGRAMS TO TEST THE      01200 16
                VALIDITY OF SYLLOGISTIC TYPE ARGUMENTS.                      01200 17
*FILE           LOGIE  ARGUMENTS  VENN DIAGRAMS                              01200  9
```

```
*OBJECTIVES     TO LEARN HOW TO FORM THE FUNDAMENTAL COMPOUNB STATEMENTS     01201 16
                AND USE TRUTH TABLES TO LIST THEIR TRUTH VALUES.             01201 17
*PREREQUISITE 1200                                                           01201 18
*EXPERIENCE     THE STUDENT ATTENDS A LECTURE IN WHICH THE FUNDAMENTAL       01201 11
                COMPOUND STATEMENTS ≥NEGATION, CONJUNCTION, DISJUNCTION,     01201 12
                IMPLICATION AND EQUIVALENCE+ ARE DEFINED.  TRUTH TABLE ARE01201 13
                INTRODUCED AS A SCHEME TO LIST THE VARIOUS TRUTH VALUES OF01201 14
                A COMPOUND ≥OR NEGATED+ STATEMENT.                           01201 15
*SETTING        LARGE GROUP  COLLEGE                                         01201 10
*MATERIALS      NONE                                                         01201  5
*LEVEL          ALL GRADES                                                   01201  8
*GENERAL        ALL CANDIDATES                                               01201  7
*HOURS          1/2                                                          01201  6
*EVALUATION     THE STUDENT CAN FORM THE NEGATION OF 5 GIVEN STATEMENTS      01201 19
                AND THE FUNDAMENTAL COMPOUNDS OF 5 GIVEN PAIRS OF            01201 20
                STATEMENTS,  HE CAN CONVERT COMPOUND STATEMENTS FORM         01201 21
                ENGLISH TO SYMBOLIC FORM AND VICE.VERSA AND HE CAN USE       01201 22
                TRUTH TABLES TO DEFINE THE VARIOUS COMPOUND STATEMENTS.      01201 23
*FILE           LOGIE  COMPOUND STATEMENT  TRUTH TABLE                       01201  9
```

```
*OBJECTIVES     TO LEARN HOW TO RECOGNIZE A TAUJOLOGY AND TO KNOW THE        01202 15
                NAMES OF THREE IBPORTANT ONES.                               01202 16
*PREREQUISTIE 1201                                                           01202 17
*EXPERIENCE     THE STUDENT ATTENDS A LECTURE IN WHICH A TAUTOLOGY IS        01202 11
                DEFINED AND THE LAW OF CONTRADICTION, LAW OF EXCLUDED        01202 12
                MIDDLE AND THE CHAIN RULE ≥LAW OF SYLLOGISMS+ ARE GIVEN AS01202 13
IMPORTANT EXAMPLES OF TAUTOLOGIES.                                           01202 14
*SETTING        LARGE GROUP  COLLEGE                                         01202 10
*MATERIALS      NONE                                                         01202  5
*LEVEL          ALL GRADES                                                   01202  8
*GENERAL        ALL CANDIDATES                                               01202  7
```

```
*HOURS          1/4                                                     01202  6
*EVALUATION     THE STUDENT CAN NAME AND STATE THE THREE TAUTOLOGIES    01202 18
                GIVEN IN CLASS.  HE CAN VERIFY WHETHER 10 GIVEN STATEMENTS01202 19
                ARE TAUTOLOGIES.                                        01202 20
*FILE           LOGIC  TAUTOLIGIES                                      01202  9

*OBJECTIVES     TO KNOW THE DEFINITIONS OF, AND HOW TO FORM, THE DERIVED 01203 16
                IMPLICATIONS.                                           01203 17
*PREREQUISTIE 1201                                                      01203 18
*EXPERIENCE     THE STUDENT ATTENDS A LECTURE ON THE DERIVED IMPLICATIONS:01203 11
                CONVERSE, INVERSE AND CONTRAPOSITIVE.  THEY ARE DEFINED  01203 12
                AND EXAMPLES ARE GIVEN.  AN IMPLICATION AND ITS          01203 13
                CONTRAPOSITIVE ARE SHOWN TO BE EQUICALENT, AS ARE THE    01203 14
                CONVERSE AND INVERSE.                                   01203 15
*SETTING        LARGE GROUP  COLLEGE                                    01203 10
*MATERIALS      NONE                                                    01203  5
*LEVEL          ALL GRADES                                              01203  8
*GENERAL        ALL CANDIDATES                                          01203  7
*HOURS          1/4                                                     01203  6
*EVALUATION     THE STUDENT CAN DEFINE THE DERIVED IMPLICATIONS AND FORM 01203 19
                THEM 3 GIVEN IMPLICATIONS.                              01203 20
*FILE           LOGIC  DERIVED IMPLICATION  CONTRAPOSITIVE              01203  9

*OBJECTIVES     TO BE ABLE TO RECOGNIZE AND USE THE LAWS OF SUBSTITUTION 01204 17
                AND DETATCHMENT IN TESTING AN ARGUMENT FOR VALIDITY.  TO 01204 18
                BE ABLE TO CONSTRUCT SIMPLE VALID ARGUMENTS.            01204 19
*PREREQUISITE 1199, 1200, 1201, 1202, 1203                              01204 20
*EXPERIENCE     THE STUDENT ATTENDS A LECTURE IN WHICH THE LAWS OF       01204 11
                SUBSTITUTION AND DETATCHMENT ≥MODES PONENS+ ARE          01204 12
                DESCRIBED AND A CALID ARGUMENT IS DEFINES FORMALLY       01204 13
                ≥CONJUCTION OF PREMISES INPLY THE CONCLUSION«.  IT IS    01204 14
                EMPHASIZED THAT THE CALIDITY OF AN ARGUMENT IS INDEPENDENT01204 15
                OF THE TRUTH VALUES OF ITS STATEMENTS.                  01204 16
*SETTING        LARGE GROUP  COLLEGE                                    01204 10
*MATERIALS      NONE                                                    01204  5
*LEVEL          ALL GRADES                                              01204  8
*GENERAL        ALL CANDIDATES                                          01204  7
*HOURS          3/4                                                     01204  6
*EVALUATION     THE STUDENT CAN CORRECTLY TEST THE CALIDITY OF 3 GIVEN   01204 21
                ARGUMENTS.  USING THE LAW OF DETATCHMENT HE CAN DRAW VALID01204 22
                CONCLUSION FROM 3 SETS OF PERMISES.  GIVEN A PREMISE AND A01204 23
                CONCLUSION HE CAN ADD ANOTHER PREMISE SO THAT THE ARGUMENT01204 24
                IS VALID.                                               01204 25
*FILE           LOGIC  VALID ARGUMENTS                                  01204  9

*OBJECTIVES     TO LEARN THE DIFFERENCE BETWEEN DIRECT AND INDIRECT PROOF 01205 13
                AND HOW TO APPLY EACH.                                  01205 14
*PREREQUISITE 1204                                                      01205 15
*EXPERIENCE     THE STUDENT ATTENDS A LECTURE IN WHICH DIRECT AND INDIRECT01205 11
                PROOF ARE DISCUSSED.  EXAMPLES OF EACH ARE GIVEN.       01205 12
*SETTING        LARGE GROUP  COLLEGE                                    01205 10
*MATERIALS      NONE                                                    01205  5
*LEVEL          ALL GRADES                                              01205  8
*GENERAL        ALL CANDIDATES                                          01205  7
*HOURS          1/2                                                     01205  6
*EVALUATION     THE STUDENT CAN PROVE THAT ARGUMENTS ARE VALID ≥IN ENGLISH01205 16
                AND SYMBOLICALLY+ USING DIRECT AND INDIRECT PROOF.      01205 17
                ≥2 OF EACH+                                             01205 18
```

```
*FILE          LOGIC  DIRECT PROOF  INDIRECT PROOF                     01205  9
```

```
*OBJECTIVES    TO LEARN ABOUT THE HINDU-ARABIC NUMERATION SYSTEM.      00120014
*PREREQUISITE  NONE                                                    00120015
*EXPERIENCE    THE STUDENT LISTENS TO A LECTURE ON THE HINDU-ARABIC    00120011
               NUMERATION SYSTEM.  EXPONENTIAL PLACE-VALUE AND COUNTING 00120012
               BOARDS ARE DISCUSSED.                                   00120013
*SETTING       LARGE GROUP.  COLLEGE                                   00120010
*MATERIALS     NONE                                                    00120005
*LEVEL         ALL GRADES                                              00120008
*GENERAL       ALL CANDIDATES                                          00120007
*HOURS         1                                                       00120006
*EVALUATION    THE STUDENT CAN EXPLAIN THE EXPONENTIAL PLACE-VALUE     00120016
               METHOD OF WRITING NUMBERS IN THE HINDU-ARABIC DECIMAL   00120017
               SYSTEM.  HE CAN REPRESENT 20 NUMBERS ON A COUNTING BOARD. 00120018
*FILE          NUMERATION SYSTEMS  PLACE-VALUE  COUNTING BOARDS        00120009
```

```
*OBJECTIVES    TO BE ABLE TO RECOGNIZE AND APPLY THE ALGEBRAIC PROPERTIES01206 15
               OF THE INTGERS.                                         01206 16
*PREREQUISTIE  NONE                                                    01206 17
*EXPERIENCE    THE STUDENT ATTENDS A LECTURE IN WHICH THE INTEGERS ARE  01206 11
               DISCUSSED.  THE ALGEBRAIC PROPERTIES WHICH ADDITION AND  01206 12
               MULRIPLICATION OF INTGERS SATISFY ARE PRESENTED AND      01206 13
               EXAMPLES OF EACH ARE GIVEN.                              01206 14
*SETTING       LARGE GROUP  COLLEGE                                    01206 10
*MATERIALS     NONE                                                    01206  5
*LEVEL         ALL GRADES                                              01206  8
*GENERAL       ALL CANDIDATES                                          01206  7
*HOURS         1/2                                                     01206  6
*EVALUATION    THE STUDENT CAN LIST THE ALGEBRAIC PROPERTIES OF THE     01206 18
               INTEGERS AND GIVE EXAMPLES OF EACH.  GIVEN 5 EQUATIONS HE 01206 19
               CAN TELL WHICH PROPERTY MAKES THE EQUATION TIME          01206 20
               ≥E,G. 5+3*3+5+.                                         01206 21
*FILE          INTEGERS  ALGEBRAIE PROPERTIES                          01206  9
```

```
*OBJECTIVES    TO LEARN SOME OF THE ELEMENTARY FACTS ABOUT DIVISIBILITY. 01207 18
*PREREQUISITE  1206                                                    01207 19
*EXPERIENCE    THE STUDENT ATTENDS A LECTURE ON DIVISIBILITY.  [DIVISOR[,01207 11
               [FACTOR[ AND [MULTIPLE[ ARE DEFINED.  DIVISION BY ZERO IS 01207 12
               SHOWN TO BE IMPOSSIBLE AND BASIC THEOREMS ABOUT          01207 13
               DIVISIBILTY ARE PROVEN ≥IF A NUMBER DIVIDE, TWO NUMBERS  01207 14
               THEN IT DIVIDES THEIR SUM, DIFFERNCE AND PRODUCT IF A    01207 15
               DIVIDES 6 THEN A DIVIDES BC, IF A DIVIDES 6 AND C THEN   01207 16
               A DIVIDES BX+CG+                                        01207 17
*SETTING       LARGE GROUP COLLEGE                                     01207 10
*MATERIALS     NONE                                                    01207  5
*LEVEL         ALL GRADES                                              01207  8
*GENERAL       ALL CANDIDATES                                          01207  7
*HOURS         1/2                                                     01207  6
*EVALUATION    THE STUDENT CAND DEFINE [FACTOR[, [MULTIPLE[ AND [DENISOR[01207 20
               PROVE THE THEOREINS GIVEN IN THE LECTURE AND GIVE AN     01207 21
               EXAMPLE OF EACH,                                        01207 22
*FILE          DIVISIBILITY  PROPERTIES                                01207  9
```

```
*OBJECTIVES    TO BE ABLE TO APPLY THE DIVISION ALGORITHM AND PROVE    01208 16
               THEOREMS DERIVED FROM IT.                               01208 17
*PREREQUISITE  1206, 1207                                              01208 18
```

```
*EXPERIENCE     THE STUDENT ATTENDS A LECTURE IN WHICH THE DIVISION        01208 11
                ALGORITHM IS PRESENTED *WITHOUT PROOF* AND SEVERAL         01208 12
                THEOREMS ON DIVISIBILITY DERIVED FROM IT ARE PROVEN.       01208 13
                ≥E.G. M2[4K OR 4K+1, M2[3K OR 3K+1. EVEN + EVEN[EVEN,      01208 14
                EVEN + ODD[ODD+                                            01208 15
*SETTING        LARGE GROUP  COLLEGE                                       01208 10
*MATERIALS      NONE                                                       01208  5
*LEVEL          ALL GRADES                                                 01208  8
*GENERAL        ALL CANDIDATES                                             01208  7
*HOURS          1                                                          01208  6
*EVALUATION     THE STUDENT CAN SUCCESSFULLY APPLY THE DIVISION ALGORITHM  01208 1
                4 TIMES,  HE CAN PROVE THAT ODD+ODD[EVEN, ODD-ODD[ODD ETC.01208 20
                HE CAN PROVE THAT M4[5K OR 5K+18 THAT N2N+1+ +N+Z+ IS      01208 21
                ALWAYS DIVISIBLE BY 6 AND SIMILAR DIVISIBILTY THEOREMS.    01208 22
*FILE           INTEGERS  DIVISION ALGORITHM                               01208  9
```

```
*OBJECTIVES     TO LEARN THE DEFINITION OF PRIME AND COMPOSITE NUMBERS     01209 16
                AND TO BE ABLE TO PROVE AND APPLY THE FUNDAMENTAL THEOREM  01209 17
                OF ARITHMETIC,                                             01209 18
*PREREQUISITIE  NONE                                                       01209 19
*EXPERIENCE     THE STUDENT ATTENDS A LECTURE ON PRIME NUMBERS.  PRIMES    01209 11
                AND COMPOSITES ARE DEFINED, THE SIENE OF ERATOS-THENES IS  01209 12
                DESCRIBED,  THE FUNDAMENTAL THEOREM OF ARITHMETIC IS       01209 13
                PROVEN AND VARIOUS METHODS FOR FACTORING A NUMBER ARE      01209 14
                DISCUSSED.                                                 01209 15
*SETTING        LARGE GROUP  COLLEGE                                       01209 10
*MATERIALS      NONE                                                       01209  5
*LEVEL          ALL GRADES                                                 01209  8
*GENERAL        ALL CANDIDATES                                             01209  7
*HOURS          3/4                                                        01209  6
*EVALUATION     THE STUDENT CAN DEFINE PRIME AND COMPOSITE NUMBERS AND     01209 20
                PROVE THE FUNDAMENTAL THEOREM OF ARITHMETIC.  HE CAN FIND  01209 21
                THE PRIME FACTORS OF 5 GIVEN NUMBERS WITH 80[ ACCURACY.    01209 22
*FILE           PRIME NUMBERS  FUNDAMENTAL THEOREM OF ARITHMETIC           01209  9
                FACTORING                                                  01209
```

```
*OBJECTIVE      TO JNOW HOW TO PROVE THAT THESE ARE AN INFINITE NUMBER OF  01210 15
                PRIMES.                                                    01210 16
*PREREQUISITE   1209                                                       01210 17
*EXPERIENCE     THE STUDENT ATTENDS A LECTURE IN WHICH IT IS SHOWN THAT    01210 11
                THE NUMBER OF PRIMES IS INFINITE.  IT IS SHOWN THAT IF     01210 12
                P1,...,P2 ARE PRIMES THEN THE PRIME FACTORS OF P1.PR...    01210 13
                PR + 1 ARE DISTRICT PROM P1, P2,...,PR.                    01210 14
*SETTING        LARGE GROUP  COLLEGE                                       01210 10
*MATERIALS      NONE                                                       01210  5
*LEVEL          ALL GRADES                                                 01210  8
*GENERAL        ALL CANDIDATES                                             01210  7
*HOURS          1/4                                                        01210  6
*EVALUATION     GIVEN PRIMES P1,....,PR THE STUDENT CAN COMPUTE            01210 18
                P1,...,PN + 1 AND FIND ITS FACTORS.                        01210 19
*FILE           PRIMES  INFIMITUDE OF PRIMES  PROOFS                       01210  9
```

```
*PREREQUISITE   1210                                                       01211 14
*EXPERIENCE     TO LEARN THE DEFINITION OF THE GREATEST COMMON DIVISOR.    01211 11
                TO BE ABLE TO APPLY THE EUCLIDIAM ALGORITHM AND EXPRESS    01211 12
                ≥A,B+ AS AX+BY.                                            01211 13
*SETTING        LARGE GROUP  COLLEGE                                       01211 10
*MATERIALS      NONE                                                       01211  5
```

```
*LEVEL          ALL GRADES                                           01211  8
*GENERAL        ALL CANDIDATES                                       01211  7
*HOURS          3/4                                                  01211  6
*EVALUATION     THE STUDENT CAN FIND THE GREATEST COMMON DIVISOR OF 10  01211 15
                PAIRS OF NUMBERS, BY TRIAL AND ERROR AND BY THE EUCLIDIAN 01211 16
                ALGORITHM AND BE CAN EXPRESS THEM AS LINE AN COMBINATIONS 01211 17
                OF THE PAIRS WITH 70( ACCURACY.                      01211 18
*FILE           GREATEST COMMON DIVISON  EUCLIDIAN ALGORITHM         01211  9
```

```
*OBJECTIVES     TO BE AWARE OF SOME UNSOLVED PROBLEMS ABOUT PRIMES.  01212 16
*PREREQUISITE   1211                                                 01212 17
*EXPERIENCE     THE STUDENT ATTENDS A LECTURE IN WHICH SOME UNSOLVED 01212 11
                PROBLEMS ABOUT PRIMES ARE INTRODUCED.  AMONG THEME ARE: 01212 12
                THE INFINITUDE OF TWIN PRIMES, OF PRIMES OF THE FORM N2-2,01212 13
                OF THE FORM P=7M+3 SUCH THAT Q=2P+1 IS ALSO A PRIME.  ALSO01212 14
                GOLDBACHES CONJECTURE IS PRESENTED.                  01212 15
*SETTING        LARGE GROUP  COLLEGE                                 01212 10
*MATERIALS      NONE                                                 01212  5
*LEVEL          ALL GRADES                                           01212  8
*GENERAL        ALL CANDIDATES                                       01212  7
*HOURS          1/4                                                  01212  6
*EVALUATION     THE STUDENT CAN STATE SOME UNSOLVED PROBLEMS ABOUT PRIME 01212 18
                NUMBERS.                                             01212 19
*FILE           PRIMES  UNSOLVED PROBLEMS                            01212  9
```

```
*OBJECTIVES     TO LEARN ABOUT THE EXISTENCE AND SOME PROPERTIES OF  00097015
                MODULAR SYSTEMS AND TO DEVELOP A PRELIMINARY NOTION OF 00097016
                CONGRVENCE CLASS.                                    00097017
*PREREQUISITE   LM-4                                                 00097018
*EXPERIENCE     THE STUDENT LISTENS TO AN INTRODUCTORY LECTURE ON MODULAR 00097011
                NUMBER SYSTEMS.  ADDITIVE AND MULTIPLICATIVE PROPERTIES 00097012
                ARE OBSERVED, CLOCK ARITHMETIC IS INTRODUCED AND THE 00097013
                INTEGERS ARE PUT INTO CONGRVENCE CLASSES.            00097014
*SETTING        LARGE GROUP,  COLLEGE                                00097010
*MATERIALS      NONE                                                 00097005
*LEVEL          ALL GRADES                                           00097008
*GENERAL        ALL CANDIDATES                                       00097007
*HOURS          1                                                    00097006
*EVALUATION     THE STUDENT CAN CONSTRUCT ADDITION AND MULTIPLICATION 00097019
                TABLES FOR THE INTEGERS MOD 11 AND USE THEM TO VERIFY THE 00097020
                ADDITIVE AND MULTIPLICATIVE PROPERTIES.  HE CAN MARK A 00097021
                CIRCLE INTO A GIVEN NUMBER OF PARTS AND GIVE THREE   00097022
                INTEGERS IN EACH CONGRVENCE CLASS SO DETERMINED.     00097023
*FILE           MODULAR ARITHMETIC CONGRVENCE CLASSES CLOCK ARITHMETIC 00097009
```

```
*OBJECTIVES     TO LEARN THE FUNDAMENTAL PROPERTIES OF CONGRUENCE.   01213 16
*PREREQUISITE   97                                                   01213 17
*EXPERIENCE     THE STUDENT ATTENDS A LECTURE IN WHICH CONGRUENCE IS 01213 11
                FORMALLY DEFINED.  SOME PROPERTIES OF CONGRUENCE ARE 01213 12
                PROVEN (E.G. THE ADDITIVE AND MULTIPLICATIVE PROPERTIES 01213 13
                OF CONGRUENCE, AND EXAMPLES ARE GIVEN TO ILLUSTRATE EACH 01213 14
                THEOREM.                                             01213 15
*SETTING        LARGE GROUP  COLLEGE                                 01213 10
*MATERIALS      NONE                                                 01213  5
*LEVEL          ALL GRADES                                           01213  8
*GENERAL        ALL CANDIDATES                                       01213  7
*HOURS          1/2                                                  01213  6
*EVALUATION     THE STUDENT CAN DETERMINE WHEATHER 5 GIVEN CONGRUENCE 01213 18
```

```
               ARE TRUE OR FALSE,  HE CAN REPLACE THE VARIABLE IN 4 OPEN 01213 19
               CONGRUENCE SO AS TO MAKE THEM TRUE ≥E.G,.3A+5≡11+         01213 20
*FILE          MODULAR SYSTEMS  CONGRUENCE                               01213  9
```

```
*OBJECTIVES    TO BE ABLE TO FIND A COMPLETE SYSTEM OF RESIDUES          01214 15
               SATISFYING CERTAIN CRITERIA AND TO BE ABLE TO DETERMINE   01214 16
               IF A GIVEN SET OF INTEGERS FORMS A COMPLETE SYSTEM OF     01214 17
               RESIDUES.                                                 01214 18
*PREREQUISITE  1213                                                      01214 19
*EXPERIENCE    THE STUDENT ATTENDS A LECTURE ON RESIDUE CLASSES.  IT IS  01214 11
               SHOWN THAT IF R1,..., RM IS A COMPLETE SET OF RESIDUES MOD01214 12
               M AND ≥A,M+ ≡1 THEN AR1, AR2,..., ARM IS ALSO A COMPLETE  01214 13
               SET OF RESIDUES MOD M.                                    01214 14
*SETTING       LARGE GROUP  COLLEGE                                      01214 10
*MATERIALS     NONE                                                      01214  5
*LEVEL         ALL GRADES                                                01214  8
*GENERAL       ALL CANDIDATES                                            01214  7
*HOURS         1/2                                                       01214  6
*EVALUATION    THE STUDENT CAN DETERMINE WHETHER 3 GIVEN SETS OF INTEGERS01214 20
               COMPLETE SET OF RESIDUES MOD 5 COMPOSED OF MULTIPLES OF   01214 21
               NINE.                                                     01214 22
*FILE          MODULAR SYSTEMS  RESIDUE CLASSES                          01214  9
```

```
*OBJECTIVES    TO BE ABLE TO SOLVE COGRUENCE EQUATIONS.                  01215 15
*PREREQUISITE  97,1214                                                   01215 16
*EXPERIENCE    THE STUDENT ATTENDS A LECTURE IN WHICH CONGRUENCE         01215 11
               EQUATIONS ARE STUDIED.  QUADRATIC CONGRUENCES ARE SOLVED  01215 12
               BY TRAIL AND ERROR AND THE THEORY OF LINEAR BONGRUENCES IS01215 13
               COMPLETELY DEVELOPED.  NUMOROUS EXAMPLES ARE GIVEN.       01215 14
*SETTING       LARGE GROUP  COLLEGE                                      01215 10
*MATERIALS     NONE                                                      01215  5
*LEVEL         ALL GRADES                                                01215  8
*GENERAL       ALL CANDIDATES                                            01215  7
*HOURS         3/4                                                       01215  6
*EVALUATION    THE STUDENT CAN SOLVE ≥OR SHOW UNSOLVABLE+ 3 GUADRATIC    01215 17
               CONGRUENCES.  HE CAN DETERMINE WHEATHER SOLUTIONS TO BE   01215 18
               GIVEN LINEAR CONGRUENCES EXIST AND IF SO FIND THEM.       01215 19
*FILE          MODULAR SYSTEMS  CONGUENCES EQUATIONS  QUADRATIC          01215  9
               CONGRUENCE                                                01215
```

```
*OBJECTIVES    TO BE ABLE TO APPLY THE THEORY OF CONGRUENCE TO TEST FOR  01216 14
               DIVISIBILITY AND TO VERIFY THE METHOD OF CASTING OUT NINES01216 15
*PRERQUISITE   1215                                                      01216 16
*EXPERIENCE    THE STUDENT ATTENDS A LECTURE IN WHICH THE METHODS OF     01216 11
               CASTING OUT NINES AND TESTING FOR DIVISIBILITY BY FOUR ARE01216 12
               DEVELOPED USING CONGRUENCES.                              01216 13
*SETTING       LARGE GROUP  COLLEGE                                      01216 10
*MATERIALS     NONE                                                      01216  5
*LEVEL         ALL GRADES                                                01216  8
*GENERAL       ALL CANDIDATES                                            01216  7
*HOURS         1/4                                                       01216  6
*EVALUATION    THE STUDENT CAN EXPLAIN WHY CASTING OUT NINES WORKS.  HE  01216 17
               CAN DEVELOPE, USING CONGRUENCE, RULES FOR DIVISIBILITY BY 01216 18
               2,3,5,8 AND 10.                                           01216 19
*FILE          CONGRUENCE  DIVISIBILITY  CASTING OUT NINES               01216  9
```

```
*OBJECTIVES     TO LEARN THE HISTORY OF THE PYTHAGOREAN THEOREM AND SOME   00100013
                OF THE PROOFS.                                             00100014
*PREREQUISITE THE STUDENT MUST KNOW WHAT A RIGHT TRIANGLE IS AND THAT      00100015
                THE SUM OF THE ANGLES IN A TRIANGLE IS 180                 00100016
*EXPERIENCE     THE STUDENT LISTENS TO A LECTURE GIVING THE HISTORY AND    00100011
                SOME PROOF OF THE PYTHAGOREAN THEOREM.                     00100012
*SETTING        LARGE GROUP,  COLLEGE                                      00100010
*MATERIALS      NONE                                                       00100005
*LEVEL          ALL GRADES                                                 00100008
*GENERAL        ALL CANDIDATES                                             00100007
*HOURS          1                                                          00100006
*EVALUATION     THE STUDENT CAN SUMMARIZE THE HISTORY OF THE PYTHAGOREAN   00100017
                THEOREM AND REPRODUCE TWO PROOFS.  HE CAN FIND THE LENGTH  00100018
                OF THE DIAGONAL OF A RECTANGULAR SOLID GIVEN THE LENGTHS   00100019
                OF THE THREE SIDES.                                        00100020
*FILE           PYTHAGOREAN THEOREM                                        00100009


*OBJECTIVES     TO LEARN SOME ELEMENTARY PROPERTIES OF PYTHAGOREAN         00101017
                TRIPLES OF INTEGERS                                        00101018
*PREREQUISITES MODULES 1213, 1016, 1217, 100                               00101019
*EXPERIENCE     THE STUDENT LISTENS TO A LECTURE ON PYTHAGOREAN TRIPLES OF00101011
                INTEGERS.  ELEMENTARY PROPERTIES CONCERNING THE PAIRITY OF00101012
                THE NUMBERS IN A PYTHAGOREAN TRIPLE ARE PRESENTED.  IT IS 00101013
                SHOWN THAT IN A RRIMITIVE PYTHAGOREAN TRIANGLE THERE IS A 00101014
                SIDE OF LENGTH DIVISIBLE BY THREE AND A SIDE OF LENGTH     00101015
                DIVISIBLE BY FIVE,                                         00101016
*SETTING        LARGE GROUP,  COLLEGE                                      00101010
*MATERIALS      NONE                                                       00101005
*LEVEL          ALL GRADES                                                 00101008
*GENERAL        ALL CANDIDATES                                             00101007
*HOURS          1                                                          00101006
*EVALUATION     THE STUDENT CAN SELECT THE PYTHAGOREAN TRIPLES FROM        00101020
                GIVEN TRIPLES OF INTEGERS.  HE CAN PROVE SOME BASIC        00101021
                PHOPERTIES OF PYTHAGOREAN TRIPLES OF INTEGERS, E.G. HE CAN00101022
                PROVE THAT THE LENGTH OF A SIDE OF A PRIMITIVE PYTHAGOREAN00101023
                TRIANGLE IS DIVISIBLE BY 4.                                00101024
*FILE           PYTHAGOREAN THEOREM  PYTHAGOREAN TRIPLES                   00101009


*OBJECTIVES     TO BE ABLE TO SOLVE SOME PROBLEMS ABOUT PRIMITIVE          01217 17
                PYTHAGOREAN TRIPLES OF INTEGERS.                           01217 18
*PREREQUISITE 100,101                                                      01217 19
*EXPERIENCE     THE STUDENT ATTENDS A LECTURE ON SOLVING PROBLEMS ABOUT    01217 11
                PRIMITIVE PYTHAGOREAN TRIANGLES.  FOR EXAMPLE, IF X.Y.Z IS01217 12
                A PRIMITIVE PYTHAGOREAN YRIPLE WITH X EVEN, Y AND Z ODD    01217 13
                THEN THE STUDENT IS SHOWN HOW TO FIND X,Y,Z IF Z%X+1.      01217 14
                ALSO METHODS ARE GIVEN FOR FINDING Y AND Z GIVEN X ANF FOR01217 15
                FINDING X AND Z GIVEN Y.                                   01217 16
*SETTING        LARGE GROUP  COLLEGE                                       01217 10
*MATERIALS      NONE                                                       01217  5
*LEVEL          ALL GRADES                                                 01217  8
*GENERAL        ALL CANDIDATES                                             01217  7
*HOURS          3/4                                                        01217  6
*EVALUATION     THE STUDENT CAN FIND ALL PYTHAGOREAN TRIPLES WHEN X%32 AND01217 20
                ALSO WHEN Y%27.  HE CAN PROVE THAT IF X,Y,Z IS A PRIMITIVE01217 21
                PYTHAGOREAN TRIPLE THEN ≥Y.Z+%1 AND ≥X,Z+%1.               01217 22
*FILE           PYTHAGOREAN TRIPLES  SOLVING PYTHAGORAN PROBLEMS           01217  9


*OBJECTIVES     TO BE ABLE TO CONSTRUCT SQUARE SOOTS WITH THE SQUARE-ROOT 01218 13
                SPIRAL.                                                    01218 14
```

```
*PREREQUISITE V100 MODULE                                                01218 15
*EXPERIENCE    THE STUDENT ATTENDS A LECTURE ON CONSTRUCTING THE          01218 11
               SQUARE-ROOT SPIRAL ACCORDING TO THE PYTHAGOREAN THEOREM.   01218 12
*SETTING       LARGE GROUP  COLLEGE                                       01218 10
*MATERIALS     RULER AND PROTRACTOR.                                      01218  5
*LEVEL         ALL GRADES                                                 01218  8
*GENERAL       ALL CANDIDATES                                             01218  7
*HOURS         1/4                                                        01218  6
*EVALUATION    THE STUDENT CAN CONSTRUCT THE SQUARE ROOT SPIRAL UP TO     01218 16
               THE SQUARE ROOT OF 10.                                     01218 17
*FILE          PYTHAGOREAN THEOREM  SQUARE ROOT SPECAL                    01218  9

*OBJECTIVES    TO LEARN WHAT CONSTITUTES AN ABSTRACT MATHEMATICAL         00103016
               SYSTEM AND TO LEARN THE DEFINING PROPERTIES OF A FIELD AS  00103017
               AN EXAMPLE.                                                00103018
*PREREQUISITES MODULES 1204, 1205, 1211, 1212                             00103019
*EXPERIENCE    THE STUDENT LISTENS TO A LECTURE IN WHICH ABSTRACT         00103011
               MATHEMATICAL SYSTEMS ARE DESCRIBED AND FIELDS ARE DEFINED. 00103012
               BINARY OPERATIONS AND EQUIVALENCE RELATIONS ARE DISCUSSED  00103013
               AND THE RATIONAL NUMBERS AND EVEN-ODD ARITHMETIC ARE       00103014
               GIVEN AS EXAMPLES OF FIELDS.                               00103015
*SETTING       LARGE GROUP,  COLLEGE                                      00103010
*MATERIALS     NONE                                                       00103005
*LEVEL         ALL GRADES                                                 00103008
*GENERAL       ALL CANDIDATES                                             00103007
*HOURS         1                                                          00103006
*EVALUATION    THE STUDENT CAN DETERMINE WHETHER GIVEN RELATIONS ARE      00103020
               EQUIVALENCE RELATIONS AND, IF NOT, WHICH OF THE THREE      00103021
               PROPERTIES THEY DO POSSESS.  HE CAN LIST THE FIELD AXIOMS  00103022
               AND GIVE AN EXAMPLE OF A FIELD.  HE CAN DETERMINE WHICH    00103023
               FIELD AXIOMS ARE TRUE FOR GIVEN SETS OF NUMBERS.           00103024
*FILE          ALGEBRA  FIELDS  BINARY OPERATION                          00103009

*OBJECTIVES    TO LEAN SOME ELEMENTARY FILED PROPERTIES.                  01219 14
*PREREQUISITE  97,103                                                     01219 15
*EXPERIENCE    THE STUDENT ATTENDS A LECTURE IN WHICH SOME ELEMENTARY     01219 11
               FIELD THEOREMS ARE PROVEN AND DISCUSSED.  FOR EXAMPLE+     01219 12
               A.0%0, 2-1+, A% *A, IF A.B%0 THEN A%0 OR B%0, -2-X+%X.     01219 13
*SETTING       LARGE GROUP  COLLEGE                                       01219 10
*MATERIALS     NONE                                                       01219  5
*LEVEL         ALL GRADES                                                 01219  8
*GENERAL       ALL CANDIDATES                                             01219  7
*HOURS         1/2                                                        01219  6
*EVALUATION    THE STUDENT CAN FIND MULTIPLICATURE AND ADDITIVE UNIVERSES01219 16
               OF 4 GIVEN RATIONAL NUMBERS.  HE CAN PROVE THE             01219 17
               MULTIPLICATIVE AND ADDITIVE CANCELLATION LAWS FOR A FIELD.01219 18
               HE CAN PROVE THE UNIQUENESS OF THE MULTIPLICATIVE AND      01219 19
               ADDITIVE IDENTITIES.                                       01219 20
*FILE          ALGEBRA  FIELDS                                            01219  9

*OBJECTIVES    TO LEARN THE DEFINITION OF A GROUP AND TO BE ABLE TO       01220 13
               RECOGNIZE A GROUP.                                         01220 14
*PREREQUISITE  97,103.                                                    01220 15
*EXPERIECNE    THE STUDENTS ATTENDS A LECTURE IN WHICH A GROUP IS DEFINED01220 11
               MOD 5 ADDITION IS GIVEN AS AN EXAMPLE                      01220 12
*SETTING       LARGE GROUP  COLLEGE                                       01220 10
*MATERIALS     NONE                                                       01220  5
*LEVEL         ALL GRADES                                                 01220  8
```

```
*GENERAL        ALL CANDIDATES                                        01220  7
*HOURS          1/2                                                   01220  6
*EVALUATION     THE STUDENT CAN DETERMINE WHEATHER GIVEN SYSTEM WITH GIVEN01220 16
                OPERATIONS ARE GROUPS.  HE CAN PROVE THAT THE IDENTITY AND01220 17
                INVERSES IN A GROUP ARE UNIQUE.                       01220 18
*FILE           GROUP  DEFINITION                                     01220  9
```

```
*OBJECTIVES     TO BA ABLE TO PROVE SOME BASIC THEOREMS ABOUT GROUPS.  01221 15
*PREREQUISITE 103,1220,105                                            01221 16
*EXPERIENCE     THE STUDENT ATTENDS A LECTURE IN WHICH SOME BASIC THEOREMS01221 11
                OF GROUP THEORY ARE PROVEN.  AMONG THEM ARE THE UNIGUENESS01221 13
                OF IDENTITY AND INVERSES AND THE CANCELLATION LAW.    01221 14
*SETTING        LARGE GROUP  COLLEGE                                  01221 10
*MATERIALS      NONE                                                  01221  5
*LEVEL          ALL GRADES                                            01221  8
*GENERAL        ALL CANDIDATES                                        01221  7
*HOURS          1/2                                                   01221  6
*EVALUATION     THE STUDENT CAN RROVE THE THEOREMS PRESENTED IN THE   01221 17
                LECTURE AS WELL AS OTHER SIMPLER RESULTS SUCH AS ≥A.B*  01221 18
                B-1%A, IF A,X%A THEN X%E, ≥AB+-1%B-1A-1,              01221 19
*FILE           ALGEBRA  GROUPS                                       01221  9
```

```
*OBJECTIVES     TO KNOW THE DEFINITION OF A PERMUTATION GROUP AND HOW TO  01222 16
                COMPUTE THE PRODUCT OF PERMUTATIONS,                  01222 17
*PREREQUISITE 1221                                                    01222 18
*EXPERIENCE     THE STUDENT ATTENDS A LECTURE ON PERMUTATION GROUPS.  IT  01222 11
                IS SHOWN THAT THE ORDER OF THE PERMUTATION GROUP ON N 01222 12
                SYMBOLS IS N.  THE MULTIPLICATION OF PERMUTATIONS IS  01222 13
                DISCRIBED AND IT IS POINTED OUT THAT, IN GENERAL,     01222 14
                PERMULATION GROURS ARE NOT COMMUTATIVE.               01222 15
*SETTING        LARGE GROUP  COLLEGE                                  01222 10
*MATERIALS      NONE                                                  01222  5
*LEVEL          ALL GRADES                                            01222  8
*GENERAL        ALL CANDIDATES                                        01222  7
*HOURS          1/2                                                   01222  6
*EVALUATION     THE STUDENT CAN COMPUTE VARIOUS PERMUTATION BRODUCTS, 01222 19
                COMPUTE THE SIZE AND CONSTRUCT A TABLE FOR 2 OR 3     01222 20
                PERMUTATION GROUPS.                                   01222 21
*FILE           GROUPS  PERMUTATION GROUPS                            01222  9
```

```
*OBJECTIVES     TO LEARN THE BASIC VOCABULARY OF PROBABILITY THEORY AND TO00107015
                LEARN TO COMPUTE SOME SIMPLE PROBABILITIES.           00107016
*PREREQUISITE NONE                                                    00107017
*EXPERIENCE     THE STUDENT LISTENS TO A LECTURE ON PROBABILITY.  OUTCOME,00107011
                SAMPLE SPACE, EVENT AND PROBABILITY ARE DEFINED.      00107012
                ILLUSTRATIONS ARE PROVIDED BY EXAMINING THE OUTCOMES  00107013
                WHEN A PAIR OF DICE ARE THROWN.                       00107014
*SETTING        LARGE GROUP,  COLLEGE                                 00107010
*MATERIALS      NONE                                                  00107005
*LEVEL          ALL GRADES                                            00107008
*GENERAL        ALL CANDIDATES                                        00107007
*HOURS          1                                                     00107006
*EVALUATION     GIVEN 20 SAMPLE SPACES, THE STUDENT CAN COMBUTE THE   00107018
                PROBABILITY OF 15 EVENTS.  HE CAN DEFINE OUTBOME, SAMPLE  00107019
                SPACE, EVENT AND PROBABILITY WITH 100% ACCURACY.      00107020
*FILE           PROBABILITY  SAMPLE SPACE  OUTCOME                    00107009
```

```
*OBJECTIVES     TO LEARN ABOUT MUTUALLY EXCLUSIVE EVENTS AND INDEPENDENT   00108019
                EVENTS AND TO BE ABLE TO DETERMINE IF EVENTS ARE MUTUALLY  00108020
                EXCLUSIVE OR INDEPENDENT.                                  00108021
*PREREQUISITES MODULES 1206, 1207, 1208, 107                               00108022
*EXPERIENCE     THE STUDENT LISTENS TO A LECTURE ON PROBABILITY IN WHICH   00108011
                THE CONCEPTS OF MUTUALLY EXCLUSIVE EVENTS AND INDEPENDENT  00108012
                EVENTS ARE DESCRIBED AND ILLUSTRATED.  IS IS SHOWN THAT    00108013
                IF THE EVENTS E1 AND E2 ARE MUTUALLY EXCLUSIVE THEN        00108014
                P(E1vE2)=P(E1)+P(E2) WHERE P(A) IS THE PROBABILITY OF THE  00108015
                EVENT A.  ALSO IT IS SHOWN THAT IF THE EVENTS E1 AND E2    00108016
                ARE INDEPENDENT THEN P(E1>E2)=P(E1) P(E2) WHERE E1^E2 IS   00108017
                UNDERSTOOD TO MEAN EVENT E2 FOLLOWS EVENT E1.              00108018
*SETTING        LARGE GROUP,  COLLEGE                                      00108010
*MATERIALS      NONE                                                       00108005
*LEVEL          ALL GRADES                                                 00108008
*GENERAL        ALL CANDIDATES                                             00108007
*HOURS          1                                                          00108006
*EVALUATION     THE STUDENT CAN WITH 80% ACCURACY DETERMINE MUTUALLY       00108023
                EXCLUSIVE EVENTS FROM 20 GIVEN PARIS OF EVENTS.  HE CAN    00108024
                COMPUTE PROBABILITIES OF THE UNION OF MUTUALLY EXCLUSIVE   00108025
                EVENTS.  HE CAN WITH 80% ACCURACY DETERMINE INDEPENDENT    00108026
                EVENTS FROM 10 GIVEN PAIRS OF EVENTS AND COMPUTE THE       00108027
                PROBABILITIES OF THEIR SIMULTANEOUS OCCURANCE.             00108028
*FILE           PROBABILITY  EXCLUSIVE EVENTS  INDEPENDENT EVENTS          00108009
```

```
*PREREQUISITES MODULES 107, 108                                            00109020
*OBJECTIVES     TO LEARN THE VARIOUS MEASURES OF CENTRAL TENDANCY          00109018
                AND VARIABILITY AND SOME OF THEIR USES.                    00109019
*PREREQUISITE  LM-19,LM-20                                                 00109020
*EXPERIENCE     THE STUDENT LISTENS TO A LECTURE IN WHICH THE VARIOUS      00109012
                MEASURES OF CENTRAL TENDANCY ARE DEFINED AND COMPARED.     00109013
                THEY ARE THE MEAN, MEDIAN AND MODE.  THE STANDARD MEASURES00109014
                OF VARIABILITY, THE RANGE AND THE STANDARD DEVIATION ARE   00109015
                ALSO EXAMINED.  SOME OF THE USES OF THESE MEASURES ARE     00109016
                DESCRIBED.                                                 00109017
*SETTING        LARGE GROUP,  COLLEGE                                      00109011
*MATERIALS      NONE                                                       00109005
*LEVEL          ALL GRADES                                                 00109008
*GENERAL        ALL CANDIDATES                                             00109007
*HOURS          1                                                          00109006
*EVALUATION     THE STUDENT CAN COMPUTE THE MEAN, MEDIAN AND MODE OF       00109021
                GIVEN LISTS OF NUMBERS, AS WELL AS THE RANGE AND STANDARD  00109022
                DEVIATION WITH 100% ACCURACY.                              00109023
*FILE           PROBABILITY  MEASURES OF CENTRAL TENDANCY  MEASURES OF     00109009
                VARIABILITY                                                00109010
*PREREQUISITES MODULE 1210                                                 00110016
```

```
*OBJECTIVES     TO LEARN THE POSTULATES AND SOME OF THE ELEMENTARY         00110014
                PROPOSITIONS OF EUCLIDIAN GEOMETRY.                        00110015
*PREREQUISITE  LM-1,LM-2,LM-3                                              00110016
*EVALUATION     THE STUDENT CAN STATE ALL THE POSTUALTES OF EUCLIDIAN      00110017
*EXPERIENCE     THE STUDENT LISTENS TO A LECTURE ON EUCLIDIAN GEOMETRY.    00110011
                THE POSTULATES ARE GIVEN AND THE FIRST FEW PROPOSITIONS    00110012
                ARE PROVEN.                                                00110013
*SETTING        LARGE GROUP, COLLEGE                                       00110010
*MATERIALS      NONE                                                       00110005
*LEVEL          ALL GRADES                                                 00110008
*GENERAL        ALL CANDIDATES                                             00110007
*HOURS          1                                                          00110006
```

```
*EVALUATION    THE STUDENT CAN STATE A11 THE POSTULATES OF EUCLIDIAN        00110017
               GEOMETRY AND CAN DERIVE FROM THEM 4 ELEMENTARY               00110018
               PROPOSITIONS INCLUDING ONE OR TWO NOT PRESENTED IN THE       00110019
               LECTURE,                                                     00110020
*FILE          GEOMETRY  EUCLID                                             00110809
```

```
*OBJECTIVES    TO LEARN ABOUT AND ACCEPT THE EXISTANCE OF NON-EUCLIDIAN     00111019
               GEOMETRIES AND TO LEARN SOME OF THE ELEMENTARY               00111020
               PROPOSITIONS OF SUCH A GEOMETRY                              00111021
*PREREQUISITES MODULES 110                                                  00111022
*EXPERIENCE    THE STUDENT LISTENS TO A LECTURE ON NON*EUCLIDIAN GEOMETRY00111011
               THE PARALLEL POSTULATE OF EUCLIDIAN GEOMETRY IS REPLACED     00111012
               BY ONE WHICH STATES THAT AT LEAST TWO (AND HENCE             00111013
               INFINITELY MANY) PARALLELS TO A GIVEN LINE PASS THROUGH      00111014
               A POINT ONT ON THAT LINE.  SOME BASIC PROPERTIES OF THIS     00111015
               SYSTEM ARE PROVEN, AMONG THEM THE RESULT THAT SIMILAR        00111016
               TRIANGLES DO NOT EXIST.  OTHER NON-EUCLIDIAN GEOMETRIES      00111017
               ARE MENTIONED.                                               00111018
*SETTING       LARGE GROUP,  COLLEGE                                        00111010
*MATERIALS     NONE                                                         00111005
*LEVEL         ALL GRADES                                                   00111008
*GENERAL       ALL CANDIDATES                                               00111007
*HOURS         1                                                            00111006
*EVALUATION    THE STUDENT CAN RROVE 8 ELEMENTARY PROPOSITIONS OF THE       00111023
               GIVEN NON-EUCLIDIAN GEOMETRY INCLUDING ONE OR TWO NOT        00111024
               PROVEN IN THE LECTURE.                                       00111025
*FILE          GEOMETRY  NON*EUCLIDIAN                                      00111009
```

```
*OBJECTIVES    TO INTRODUCE THE STUDENT TO A FINITE GEOMETRICAL SYSTEM      00112016
               AND TO EMPHASIZE THE CONCEPTS OF INDEPENDENCE AND            00112017
               COMPLETENESS OF AN AXIOM SYSTEM.                             00112018
*PREREQUISITES MODULES 1204, 1205                                           00112019
*EXPERIENCE    THE STUDENT LISTENS TO A LECTURE ON FINITE GEOMETRY.  THE 00112011
               AXIOM SYSTEM OF A GEOMETRY IS DISCUSSES, PARTICULARLY        00112012
               THE NOTIONS OF COMPLETENESS AND INDEPENDENCE OF THE          00112013
               AXIOMS.  THE POSTULATES AND SOME THEORANS OF SEVEN POINT     00112014
               GEOMETRY ARE PRESENTED.                                      00112015
*SETTING       LARGE GROUP,  COLLEGE                                        00112010
*MATERIALS     NONE                                                         00112005
*LEVEL         ALL GRADES                                                   00112008
*GENERAL       ALL CANDIDATES                                               00112007
*HOURS         1                                                            00112006
*EVALUATION    THE STUDENT CAN CONSTRUCT A MODEL OF SEVEN-POINT GEOMETRY 00112020
               AND PROVE THAT THE AXIOMS GIVEN ARE INDEPENDENT.  HE CAN  00112021
               DEFINE THE NOTION OF COMPLETENESS.                           00112022
*FILE          GEOMETRY  FINITE GEOMETRY AXIOM SYSTEM                       00112009
```

```
*OBJECTIVES    TO LEARN A BRIEF HISTORY OF MATRICES AND THEIR DEFINITION.01223 13
*PREREQUISITE 103                                                          01223 14
*EXPERIENCE    THE STUDENT ATTENDS A LECTURE ON MATRICES.  A SHORT          01223 11
               HISTORY IS PRESENTED AND MATRICES ARE DEFINES.               01223 12
*SETTING       LARGE GROUP C3LLEGE                                          01223 10
*MATERIALS     NONE                                                         01223  5
*LEVEL         ALL GRADES                                                   01223  8
*GENERAL       ALL CANDIDATES                                               01223  7
*HOURS         1/4                                                          01223  6
*EVALUATION    THE STUDENT CAN GIVE A SHORT HISTORY OF THE DEVELOPMENT      01223 15
               OF MATRICES.  HE CAN DEFINE A MATRIX.                        01223 16

*FILE          ALGEBRA  MATRICES  HISTORY                                   01223  9
```

```
*OBJECTIVES     TO KNOW THEM AND APPLY THE DIFINITIONS OF EQUALITY AND      01224 14
                ADDITION OF MATRICE AND TO KNOW THE ALGEBRAIE PROPERTIES    01224 15
                OF ADDITION OF MATRICES.                                    01224 16
*PREREQUISITE 1223                                                          01224 17
*EXPERIENCE     THE STUDENT ATTENDS A LECTURE IN WHICH EQUALITY AND         01224 11
                ADDITION OF MATRICES IS DEFINED.  THE ALGEBRA PROPERTIES    01224 12
                OF ADDITION OF MATRICES ARE PRESENTED.                      01224 13
*SETTING        LARGE GROUP  COLLEGE                                        01224 10
*MATERIALS      NONE                                                        01224  5
*LEVEL          ALL GRADES                                                  01224  8
*GENERAL        ALL CANDIDATES                                              01224  7
*HOURS          3/4                                                         01224  6
*EVALUATION     THE STUDENT CAN DEFINE EQUALITY AND ADDITION OF MATRICES.   01224 18
                HE CAN ADD AND SUBTRACT 5 PAIRS OF MATRICES WITH 80(        01224 19
                ACCURACY.  HE CAN GIVE EXAMPLES OF THE ALGEBRAIE            01224 20
                PROPERTIES OF ADDITION OF MATRICES.                         01224 21
*FILE           ALGEBRA  MATRICES  ADDITION                                 01224  9
```

```
*OBJECTIVES     TO LEARN ABOUT MATRIX MULTIPLICATION AND THE INVERSES OF    00114019
                2X2 MATRICES.                                               00114020
*PREREQUISITES MODULES 1228, 1229                                           00114021
*EXPERIENCE     THE STUDENT LISTENS TO A LECTURE ON MULTIPLIBATION AND      00114011
                INVERSES OF MATRICES. THE PRODUCT OF TWO MATRICES IN        00114012
                DEFINED AND IT IS OBSERVED THAT, IN GENERAL,                00114013
                MULTIPLICATION IS NOT COMMUTATIVE.  AN IDENTITY MATRIX IS   00114014
                SHOWN TO EXIST AND THE ASSOCIATIVE PROPERTY OF              00114015
                MULTIPLICATION IS OBSERVED.  INVERSES FOR 2X2 MATRICES      00114016
                (WHICH HAVE INVERSES) ARE COMPUTED.  CRITERIA FOR THE       00114017
                EXISTENCE OF INVERSES IS PRESENTED.                         00114018
*SETTING        LARGE GROUP,  COLLEGE                                       00114010
*MATERIALS      NONE                                                        00114005
*LEVEL          ALL GRADES                                                  00114008
*GENERAL        ALL CANDIDATES                                              00114007
*HOURS          1                                                           00114006
*EVALUATION     THE STUDENT CAN EVALUATE GIVEN MATRIX PRODUCTS AND FIND     00114022
                INVERSES FOR, IF THEY EXIST, FOR GIVEN 2*2 MATRICES WITH    00114023
                100% ACCURACY.                                              00114024
*FILE           INVERSES  MATRICES  MULTIPLICATION                          00114009
```

```
*OBJECTIVES     TO LEARN A BRIEF HISTORY AND OPERATIONAL FACTS ABOUT        01225 15
                COMPUTERS.                                                  01225 16
*PREREQUISITE NONE                                                          01225 17
*EXPERIENCE     THE STUDENT ATTENDS A LECTURE ON COMPUTERS.  A BRIEF        01225 11
                HISTORY IS PRESENTED AND THE PHASES OF COMPUTER OPERATION   01225 12
                ≥INPUT, CONTROL, STORAGE, MEMORY, PROCESSING, OUTPUT, ARE   01225 13
                DESCRIBED AND THE SPEEDS OF VARIOUS COMPUTERS ARE GIVEN.    01225 14
*SETTING        LARGE GROUP  COLLEGE                                        01225 10
*MATERIALS      NONE                                                        01225  5
*LEVEL          ALL GRADES                                                  01225  8
*GENERAL        ALL CANDIADTES                                              01225  7
*HOURS          1/2                                                         01225  6
*EVALUATION     THE STUDENT CAN GIVE A BRIEF HISTORY OF COMPUTERS,          01225 18
                DESCRIBE THE PHASES OF COMPUTE OPERATION AND COMPARE        01225 19
                THE SPEEDS OF VARIOUS COMPUTERS.                            01225 20
*FILE           COMPUTERS  HISTORY  POERATION                               01225  9
```

```
*OBJECTIVES    TO BE ABLE TO WRITE NUMBERS IN EXPANDED NOTATION AND         01226 16
               CONNECT NUMBERS FROM BASE 2 TO BASE 10 AND VICE-VERSA AND    01226 17
               TO BE ABLE TO ADD AND SUBTRACT IN BASE 2,                    01226 18
*PREREQUISITE NONE                                                          01226 19
*EXPERIENCE    THE STUDENT ATTENDS LECTURE ON THE RELATIONSHIP OF THE       01226 11
               LINARY SYSTEM TO COMPUTERS,  PLACE VALUE, EXPANDED           01226 12
               NOTATION AND CONVERTING NUMBERS FROM BASE 2 TO BASE 10 AND01226 13
               NICE VERSA ARE DEISCUSSED,  ADDITION AND SUBTRACTION IN      01226 14
               BASE ARE DEVELOPED.                                          01226 15
*SETTING       LARGE GROUP  COLLEGE                                         01226 10
*MATERIALS     NONE                                                         01226  5
*LEVEL         ALL GRADES                                                   01226  8
*GENERAL       ALL CANDIDATES                                               01226  7
*HOURS         1/2                                                          01226  6
*EVALUATION    THE STUDENT CAN WRITE 4 NUMBERS IN EXPANDED NOTATION AND     01226 20
               CONVERT 5 NUMBERS FROM BASE 2 TO BASE 10 AND 5 NUMBERS       01226 21
               FROM BASE 10 TO BASE 2,  HE CAN ADD AND SUBTRACT 4 OUT OF    01226 22
               5 PAIRS OF NUMBERS IN BASE 2,                                01226 23
*FILE          COMPUTERS  BASE 2  NOTATION                                  01226  9
```

```
*OBJECTIVES    TO LEARN ABOUT THE OCTAL NUMERATION SYSTEM AND ITS           00116017
               RELATIONSHIP TO THE OPERATION OF COMPUTERS.                  00116018
*PREREQUISITES MODULES 1230, 1231                                           00116019
*EXPERIENCE    THE STUDENT LISTENS TO A LECTURE ON THE RELATION OF          00116011
               VARIOUS NUMERATION SYSTEMS TO THE COMPUTER.  THE OCTAL       00116012
               SYSTEM IS INTRODUCED AND CONVERSION FROM BASE 10 TO          00116013
               BASE 8, FROM BASE 8 TO BASE 2 AND VICE-VERSA IS STUDIED.     00116014
               THE RELATIONSHIP BETWEEN BASE 8 AND BASE 16 AND COMPUTERS 00116015
               IS DESCRIBED.                                                00116016
*SETTING       LARGE GROUP,  COLLEGE                                        00116010
*MATERIALS     NONE                                                         00116005
*LEVEL         ALL GRADES                                                   00116008
*GENERAL       ALL CANDIDATES                                               00116007
*HOURS         1                                                            00116006
*EVALUATION    THE STUDENT CAN CONVERT A LIST OF GIVEN NUMBERS FROM BASE 00116020
               10 TO BASE 8 AND VICE VERSA, AND FROM BASE 8 TO BASE 2       00116021
               AND VICE VERSA WITH 80% ACCURARY  HE CAN DESCRIBE HOW        00116022
               BASE 8 AND BASE 16 ARE UTILIZED IN THE OPERATION OF          00116023
               COMPUTERS,                                                   00116024
*FILE          COMPUTERS  OCTAL SYSTEM  NUMERATION                          00116009
```

```
*OBJECTIVES    TO LEARN THE BASIC FUNCTIONS OF FORTRAN,                     00117016
*PREREQUISITES MODULES 1230, 1231, 116                                      00117017
*EXPERIENCE    THE STUDENT LISTENS TO A LECTURE INTRODUCING HIM TO          00117011
               COMPUTER PROGRAMMING-FORTRAN STATEMENT, INTEGER AND REAL     00117012
               CONSTANTS, VARIABLES AND VARIABLE NAMES ARE DESCRIBED.       00117013
               THE VARIOUS ARITHMETIC OPERATIONS OF FORTRAN ARE PRESENTED00117014
               AND EXAMPLES OF EACH ARE GIVEN.                              00117015
*SETTING       LARGE GROUP,  COLLEGE                                        00117010
*MATERIALS     FORTRAN CODING PAPER                                         00117005
*LEVEL         ALL GRADES                                                   00117008
*GENERAL       ALL CANDIDATES                                               00117007
*HOURS         1                                                            00117006
*EVALUATION    THE STUDENT CAN FROM A LIST DISTINGUISH BETWEEN REAL AND     00117018
               INTEGER VARIABLES WITH 80% ACCURACY,  THREE FORTRAN          00117019
               STATEMENTS,  HE CAN WRITE EQUIVALENT FORTRAN STATEMENTS      00117020
               FOR SIX MATHEMATICAL STATEMENTS AND VICE CERSA.              00117021
*FILE          COMPUTERS  FORTRAN                                           00117009
```

```
*OBJECTIVES    TO LEARN HOW THE COMPUTE PERFORMS INTEGER ARITHMETIC,      01227 14
*PREREQUISITE 1226, 116 + 117                                              01227 15
*EXPERIENCE    THE STUDENT ATTENDS A LECTURE IN WHICH INTEGER ARITHMETIC  01227 11
               ON A COMPUTERS IS DESCRIBED.  TRUNCATION OF INTEGERS IS    01227 12
               EXPLANED AND EXAMPLES ARE GIVEN.                            01227 13
*SETTING       LARGE GROUP  COLLEGE                                        01227 10
*MATERIALS     FORTRAN CODING PAPER                                        01227  5
*LEVEL         ALL GRADES                                                  01227  8
*GENERAL       ALL CANDIDATES                                              01227  7
*HOURS         1/2                                                         01227  6
*EVALUATION    THE STUDENT CAN EXPLAIN INTEGER ARITHMETIC ON THE COMPUTER01227 16
               AND GIVE THE TRUNCATED VALUE OF 8 OUT OF 10 INTEGER        01227 17
               EXPRESSIONS ≥E.G. 7*8/3•                                    01227 18
*FILE          COMPITERS  INTERGER ARITHMETIC  TRONCATION                  01227  9
```

```
*OBJECTIVES    TO BE ABLE TO DESCRIBE THE VARIOUS FORTPAN TRANSFER         01228 15
               STATEMENTS AND GIVE EXAMPLES OF THEIR APPLICATION.          01228 16
*REREQUISITE   117                                                          01228 17
*EXPERIENCE    THE STUDENT ATTENDS A LECTURE ON THE COMPUTER TRANSFER      01228 11
               STATEMENTS.  UNCONDITIONAL, ARITHMETIC AND LOGICAL          01228 12
               TRANSFER ARE DESCRIBED AND THE 60 TO AND VARIOUS TYPES OF  01228 13
               STATEMENTS ARE EXAMINED,                                     01228 14
*SETTING       LARGE GROUP  COLLEGE                                         01228 10
*MATERIALS     BLANK                                                        01228  5
*LEVEL         ALL GRADES                                                   01228  8
*GENERAL       ALL CANDIDATES                                               01228  7
*HOURS         1/2                                                          01228  6
*EVALUATION    THE STUDENT CAN DESCRIBE THE VARIOUS TRANSFER                01228 18
               STATEMENTS AND BE CAN EXPLAIN WHAT WILL HAPPEN AS A          01228 19
               RESULT OF PERFORMING THE VARIOUS TRANSFER IN 3 EXAMPLES.    01228 20
*FILE          COMPUTERS TRANSFER STATEMENTS                                01228  9
```

```
*OBJECTIVES    TO BE ABLE TO WRITE A SIMPLE FORTRAN PROGRAM                 01229 15
*PREREQUISITE 1227                                                          01229 16
*EXPERIENCE    THE STUDENT ATTENDS A LECTURE ON WRITING PORTRAN PROGRAMS.01229 11
               THE READ, WRITE, STOP AND END STATEMENTS ARE INTRODUCED     01229 12
               AS WELL AS THE USE OF FLOW CHARTS,  A SIMPLE PROGRAM        01229 13
               IS DEVELOPED IN THE CLASS,                                   01229 14
*SETTING       LARGE GROUP  COLLEGE                                         01229 10
*MATERIALS     FORTRAN CODING PAPER                                         01229  5
*LEVEL         ALL GRADES                                                   01229  8
*GENERAL       ALL CANDIDATES                                               01229  7
*HOURS         1/2                                                          01229  6
*EVALUATION    THE STUDENT CAN DRAW FLOW CHARTS FOR 3 SIMPLE OPERATIONS    01229 17
               THEN WRITE PROGRAMS BASED ON THESE FLOW CHARTS,              01229 18
*FILE          COMPUTERS  FORTRAN  PROGRAMMING                              01229  9
```

```
*OBJECTIVES    TO BE ABLE TO USE DIMENSION STATEMENTS AND DO LOOPS IN A    01230 15
               FORTRAN PROGRAM,                                              01230 16
*PREREQUISITE 1229                                                          01230 17
*EXPERIENCE    THE STUDENTS ATTENDS A LECTURE IN WHICH THE DIMENSION        01230 11
               STATEMENT AND THE DO AND CONTINUE STATEMENTS ARE DESCRIBED01230 12
               USES FOR SUBSCRIRTED VARIABLES ARE GIVEN AND THE DO LOOP    01230 13
               AND SOME EXAMPLES ARE PRESENTED.                             01230 14
*SETTING       LARGE GROUP  COLLEGE                                         01230 10
*MATERIALS     FORTRAN CODING PAPER                                         01230  5
*LEVEL         ALL GRADES                                                   01230  8
*GENERAL       ALL CANDIDATES                                               01230  7
*HOURS         1/2                                                          01230  6
*EVALUATION    THE STUDENT CAN WRITE DIMENSION STATEMENTS FOR 3 GIVEN       01230 18
               ARRAYS.  HE CAN WRITE A DO LOOP TO PERFORM GIVEN OPERATION01230 19
*FILE          COMPUTERS  FORTRAN  PROGRAMINING                             01230  9
```

GENERAL-LIBERAL EDUCATION

MODES OF INQUIRY SEMINAR

A time for some reflection on the purpose of it all ought to be built into the collegiate experience of every student. Through the total program begins with the development of a liberal education base for both general classroom teachers and specialists it seems appropriate to also consider a capstone activity of similar nature. If education, in its most production sense, is to be a life-long pursuit, then we must be sure to close the cycle of events with the opening of new questions and the renewing of old curiosities. The proposed seminar is an intellectual springboard to the world of exciting ideas.

Conceived jointly by the coordinators of the Humanities, Social Sciences and Natural Sciences sections of this proposal, it is planned that the seminar series would be conducted by representatives of all three areas. Presentations would be sought from artists and mathematicians, anthropologists and philosophers, from researchers and practioners, from within the University community and from abroad. What is in mind is not a course of connected argument, but a set of points of view that stretch the minds of all.

The learning expected is the same in each session: that the student reflect on his own role and need for more learning. Questions that may be asked by speakers include -

What is Truth?
What is Worth Living for?
How is Culture Changed?
Who is responsible?
How do we know?

A given question being raised by men from different fields on successive occasions. Each presentation could be followed by small group discussions, and when appropriate involve faculty from across the program.

After having completed the general-liberal education and the scholarly modes of knowledge, the student reassesses his own understanding of human behavior and reflects on the broader issues related to analysis of relevant conditions which influence people. The seminar becomes the place to examine and compare inquiry modes from several varying disciplines.